

**TEXT INTERACTION AND THE EFFECTS ON EIGHT GRADE STUDENT  
EFL READING COMPREHENSION**

**MASTER OF ARTS IN ENGLISH TEACHING**

**By**

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## **Abstract**

This study attempted to present the results of the implementation of a reading proposal focused on genre based approach and text-based syllabus, from an action research based on the eighth-graders' needs from a public institution, with the goal of developing reading competence and raising awareness of discourse semantic resources construing interpersonal meaning through collaborative work. I became involved in the action research cycle that allowed me to reflect on my teaching practice through the question: What is the effectiveness of using the proposed Genre-based approach activities in developing EFL reading comprehension of eighth graders from Institución Educativa Técnica Comercial e Industrial (IETECI) of Palmar de Varela. The approaches to the reading course design are: hermeneutic, cognitive and socio-cultural and functional approach. The teaching points are connected with the MEN English standards and basic learning rights for 8<sup>th</sup> grade. The methodology followed the GBA teaching cycle (Building up the context, Deconstruction of text, Joint construction of text and Independent work). Two lesson plans focused on anecdote text type and appraisal resources (attitude) were planned and piloted during thirty-four hours providing a lot of scaffolding and DART activities for text structure and vocabulary. Furthermore, the combination of some elements of appraisal theory with genre theory unfolded positive results on students' writing. Thus, the students' performance and interaction during the proposed activities revealed increase of motivation toward reading in English and evidenced the effectiveness of the reading approach to develop reading comprehension in this particular context.

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## 1. INTRODUCTION

“Language acquisition around the world is increasingly being seen as a skill for personal as well as national development”

(British Council, 2015)

In 2004, Colombian government and the National Ministry of Education (MEN) outlined the National Bilingual Program (PNB) in the country with the aims that by 2019 the majority of students leaving school would have a B level of English (a satisfactory performance according to the Common European Framework -CEF), as a means of increasing employment opportunities and raising Colombia in the international business world (Estrada Velasco, 2016; Fandiño, 2012; Jabba, 2013). Certainly, this program is challenging in our country since it intends to solve the problem of students' deficient proficiency level in English when they leave schools, that is to say, students are unable to show what they can do with the target language. For example, the national testing examinations given by the Colombian institute for the promotion of higher education (ICFES by its abbreviation in Spanish) showed that less than 1% of students leave school with a novice high intermediate level of English, the basic level which gives the ability to understand and converse fluently (Estrada Velasco, 2016, p. 53).

Now, the Foreign Language Competencies Development Programme (PIDCLE) and “Colombia Bilingüe Plan” provide the necessary support from the government that allows teachers to achieve the English learning goals thought out the curriculum. Nevertheless, a number of researches on this field (British Council, 2015) analyzed the implementation of policies and the factors that influence a successful achievement of bilingualism goals. Thus, Colombian English teachers need to overcome difficulties in

this field which include a lack of resources, motivation, language skills, access time, and contextual training (British Council, 2015, p.58).

Furthermore, the results of the testing conducted by ICFES showed that it is not only students who have a low level of English. They also showed that the level of English of the majority of the teachers is relatively low as well. These results demonstrated that the majority of high school graduates in Colombia only reach the A1 level of English. The same report by the Ministry of Education showed that nearly fifty percent of English teachers in public schools did not have a B1 level of English, the basic level needed to communicate and understand the language (Estrada Velasco, 2016, p. 56; Jabba, 2013, p. 20).

In addition, the number of teachers in Colombian schools is woefully insufficient, and the use of existing bilingual teachers is far from satisfactory. Schools do not use bilingual teachers to the best advantage- that is, to take maximum advantage of their dual-language abilities. The training and staffing of ESL and "sheltered English" classes remain inadequate (Jabba, 2013, p. 20). Beyond staffing, there is a dearth of language materials, especially for languages like English, and bilingual educators regard even those materials as inadequate. In this sense, teacher development programs are necessary to improve teaching practices in the English classroom. The basic standards of English as foreign language (EFL) competences (MEN, 2006); and the English learning basic rights (MEN, 2015) outlined the English curriculum in Colombia with the objective to provide the necessary resources for teachers of English to develop efficiently learners' proficiency in the target language. Thus, in order to prepare a bilingual school population, we need to have a highly qualified staffing and resources to satisfy the demand of a truly bilingual program.

Moreover, one essential aspect in our scholarly activity is the development of reading comprehension because the capacity for learning is connected with the learners' reading strategies to perceive meaningful knowledge from texts and contexts (Bransford, 1999; Duffy, 2009) and it also promotes outstanding students. From this point of view, the process of gathering information requires an interplay with the text and awareness of the strategies for reading in order to promote competent readers (Boccia, 2013; Duffy, 2009; Willis, 2008). Therefore, students' engagement with reading activities is vital during the reading training because cognitive and affective factors influence the learning process (Bransford, 1999; Illeris, 2009; Mitchell & Myles, 2013; Moffet, 2013). Thus, teachers need to be well aware of this process to implement new ways of improving learning.

From previous researches, it seems obvious that students learn to read from the quality of the reading process where they participate; so teachers' reading view and tasks stimulate a positive learners' perception about reading. Thus, students need to be trained on comprehension abilities such as prediction, inferences, analysis, and summary to become connected with the texts they read (Duffy, 2009; Mitchell & Myles, 2013). Moffett (2013) and Ambrose (2010) suggested that the teacher's challenge is to help students effectively develop their knowledge regarding learning principles they should consider during the instruction and class interaction. Due to the importance of the students' reading comprehension for social performance, learners need effective tactics for reading well (Lightbown, 2006; Richard, 2006).

The genre base approach (GBA) (Rose & Martin, 2012) to reading influenced the literacy programs of the "Sydney School" during 1980 to 1995 and became a significant construction of a functional model of language (Halliday, 1978; Hasan, 1977) as a mean of improving reading and writing abilities. The interaction with texts

(Boccia, 2013; Derewianka, 2003; Feez, 1998; Martin & Rose, 2007; Rose & Martin, 2012) is an opportunity to reach positive outcomes such as vocabulary acquisition and improvement of learning thinking abilities to support students' reading skills deficits. In addition, the Systemic Functional Linguistic (SFL) (Halliday, 2009) identified three metafunctions: ideational, textual and interpersonal that the reader should be aware to comprehend the text. Therefore, it is important for students to recognize interpersonal resources that the writers use in their texts to negotiate meaning including the feelings (Martin & White, 2005). In this way, the integration of an effective reading approach including an engaging reading and activities in the English reading learning process may help learners with low proficiency in English.

Most of the students in Colombia show a low English proficiency, lack of reading competence (Estrada Velasco, 2016, p.53). From this context, the need analysis of eight- graders from Institución Educativa Técnica Commercial e Industrial de Palmar de Varela also revealed students' anxiety, demotivation, lack of self-confidence (Mitchell & Myles, 2013) when reading in English; and lack of reading strategies to effectively develop the reading process. Therefore, the teacher needs to implement an effective reading approach to improve students' reading comprehension, motivation and decrease learners' anxiety providing support or scaffolding (Vygotsky, 1978) to the students through the different stages of the reading process. Wherefore, it is challenging to answer the main research question for this study that focused on determining the effectiveness of using the proposed genre base approach to reading (Rose & Martin, 2012) in developing reading comprehension of eight- grade students with low level of English of a public institution where the amount of students per classroom is numerous (45-48), there is a lack of materials and resources, and in addition there are only four hours of English classes weekly.



Teaching of genre helps students to understand the structure and the linguistic features of the text and also teaching important appraisal resources (Martin & White, 2005; Painter, 2003) that writers use to express their feelings and purpose. Although there are some studies implementing the GBA in Colombia, they specifically attempt to analyze textual metafunctions of the genre. However, there is no research on the GBA implementation focusing on examining appraisal resources for reading and writing more effectively.

For that reason, the thesis objective was to study the effectiveness of using the proposed GBA activities in developing EFL reading comprehension of eight- graders. The specific aim of the study was to explore how the GBA helped the students to develop their appreciation of text from the analysis of some appraisal resources.

Certainly, I anticipate that the results and finding of this study will help teachers to reflect on their teaching practice regarding the importance of promoting an engaging reading process and encouraging learners to improve their English reading comprehension. The study also sought to explore students' reading engagement.

Next, I list the research questions and objectives as follows:

### **1.1. Research question**

I formulated the following research questions regarding the students' needs and the importance of improving their reading comprehension:

#### **1.1.1. Main question.**

What is the effectiveness of using the proposed Genre-based approach activities in developing EFL reading comprehension of eighth graders from Institución Educativa Técnica Comercial e Industrial (IETECI) of Palmar de Varela?

### **1.1.2.. Sub-questions**

How does the genre base approach to reading help students engaging in the reading process?

What is the effectiveness of using the proposed genre based approach activities in developing 8th graders attitudes/interest toward reading?

How does the genre base approach pedagogy help the students to develop their appreciation of text from the analysis of language (appraisal resources)?

### **1.2. General Objective**

The general objective of this research is:

To study the effectiveness of using the proposed genre-based approach (GBA) activities in developing EFL reading comprehension of eighth graders from a public institution of Departamento del Atlántico

### **1.3. Specific Objectives**

The specific objectives of the research are:

1. To explore how the genre-based approach to reading helps students engaging in the reading process.
2. To analyze the impact of using the genre-based approach activities in developing eighth graders' attitudes/ interest toward reading.
3. To explore how the genre base approach pedagogy helps the students to develop their appreciation of text from the analysis of language (appraisal resources).

## **2. RATIONALE**

From the need analysis, I took up meaningful implications for the research.

Firstly, I realized students were unmotivated to read in English because of their low

English proficiency. For example, I interviewed fifteen students from eight grade who expressed their negative feeling about reading in this language; even though, they identified the benefices of reading in English. Students know they need to read in English, but they are aware of their lack of competence to deal with the text vocabulary. So, they need to be more exposed to the target language and to be motivated by the English teaching. Students' language experience has not been successful due to the use of translation method, study of grammar and poor communicative activities. Thus, I consider that this research will let the students know about linguistic resources in a more effective way.

Secondly, I also discovered from the interviews and the survey that students definitely need to be engaged by a variety of texts. Most of them avoid reading expository or those kinds of texts which require high reading abilities. Answers from the questions about the kind of texts students read and the way they choose their readings showed that a dynamic reading program was necessary to raise awareness on text types.

Thirdly, the learners also recognized their weaknesses on reading in English. They revealed their feelings of anxiety and their lack of competences to effectively develop this process. Most of the interviewed students agreed on their point of view about the complex vocabulary that appears on the English texts they usually read. They considered that they could not identify the meaning of the words and sentences of the texts. They also let me know that they were unable to discuss about a text in English. English teachers need to decrease this level of anxiety of the students providing an effective instruction to achieve better results in the reading process.

Fourthly, it is clear that students should be guided to use different strategies to increase and learn vocabulary. The dictionary should not be the most common resource they use to learn vocabulary as well as repetition and memorization. They need to be more exposed to the target language and to be motivated by the English teaching. Thus, the proposal will provide students support and reading strategies to improve reading comprehension.

Finally, in order to improve learners' reading comprehension skills, I need to implement effective strategies into the classroom providing motivating reading activities that effectively enhances students with learning difficulties to get involved in their own reading process. This study will contribute to improve teaching practice since the interaction with genuine texts provides the authentic language and vocabulary that teachers need to help students achieve a successful reading comprehension level. Therefore, students may gain better learning results with a new methodology (genre based approach with a focus on appraisal theory) in the class with engaging activities to learn English.

### **3. THEORETICAL FRAMEWORK**

This chapter informs about the most meaningful literature to this study. First, the state of the art reasoning on the genre- based approach (GBA) to reading and other theories that guides this study.

#### **3.1. State of the Art**

Payaprom (2012) conducted a study in Thailand related to the implementation of the genre- based approach (GBA) on English language teaching. Basically, the purpose of the research was to investigate the effectiveness of the approach to support Thai students' English literacy development and reading engagement. The researcher carried

out the study at Chiangrai Rajabhat University, specifically with fourteen third- year students in the Bachelor of Arts in the English major program. The design of the study was a qualitative case which implemented a teaching cycle to help students to acquire awareness on appraisal resources and domain of the review genre in particular. The main problem of Thai student at Chiangrai Rajabhat University was their lack of awareness of reading strategies to analyze texts and practice other skills.

The theoretical framework of this study included the systemic functional linguistics (Halliday 1994 ); genre theory (Martin & Rose, 2007); appraisal theory (Martin & White 2005); the genre- based approach (Derewianka, 2003; Rose & Martin, 2012), and the notion of scaffolding (Gibbons, 2009). Thus, the research considered the importance of the explicit teaching about text types and also the appraisal resources the writers use to achieve a purpose in their writing. The study also based on the assumption that students become engaged with reading when they can control the features of the genre and teachers help them through activities to learn. Therefore, the notion of scaffolding guided the proposal of this research. The study confirmed the benefit of a GBA as a mediation tool. It developed students' reading skills because they demonstrated better understanding of a text identifying structure and meaning. Thai students also developed their writing skills and also their speaking abilities due to the collaborative work during the activities. Moreover, the implications for Thai teachers were positive since the study could guide them to an effective teaching and development of students' skills.

Rose and Acevedo (2006) carried out an intervention for students in the middle years to scaffold the literacy programs. The Catholic Education Office in Melbourne (CEOM) took up the Learning to Read: Reading to Learn (LRRL) professional learning program and implemented a successful approach to develop the literacy project. The

data collection gathered information from over 1000 students in this program. LRRL is a literacy methodology and professional learning program developed in Australia with indigenous students (Rose & Acevedo, 2006). The program focuses on three principles: reading is fundamental in schooling years therefore teachers need to improve their awareness on teaching reading and writing; all the students need to learn effective reading and writing strategies across the curriculum that allow them to be successful students; and, learning occurs when teachers help students through learning tasks that are beyond their competence and encourage them to achieve the goal.

Thus, the research highlighted that students needed to perform reading and writing tasks that allowed them to recognize the text structure and meaning at the level of text, sentence and word. So, to teach reading, students need to know about the text, about each clause of the text and word meaning; and to teach writing they need to know the words to write sentences and paragraphs creating a new text (Rose & Acevedo, 2006). The research applied the Reading to learn lesson cycle which provides support in a six stage teaching cycle: preparing for reading, detailed reading, preparing for writing, joint rewriting, individual rewriting and independent writing. This approach engaged all the students in detailed reading by giving them positive reinforcement. In the CEOM project, researchers found students' literacy improvements. Finally, Reading to learn became the recommended approach to improve literacy development in the middle years at the CEOM.

Culican (2005) reported the research results from the CEOM Learning to Read: Reading to Learn (LRRL) Middle Years Literacy Intervention Research Project carried out in 2003 and 2004. For example, "the LRRL approach was highly successful in accelerating the literacy performance of over 95% of the target students underachieving in literacy" (Culican, 2005, p. 57). Thus, the program really improved literacy outcomes

and student attitude toward reading. The report also highlighted the LRRL pedagogy advantages that included careful planning of lessons and teacher-learner interactions regarding the importance of scaffolding to achieve the student independent construction. Besides, the LRRL promote the “whole class delivery” since it yielded better results for the reading process. However, the program encourages teachers to help students working in groups that also allow the improvement of communication and collaboration. Another advantage of the LRRL program is the promotion of collaborative work among teachers since they can gain better results when they plan and share lesson experiences. One of the most significant findings was the achievement of students with “learning disabilities” who with the LRRL program exceeded expectations. The teachers reported “higher than usual levels of engagement and participation from these students, and more sustained writing as a result of the scaffolded writing activities” (Culican, 2005, p. 60). In sum, the findings of the project indicated that the LRRL pedagogy empowers teachers to develop an effective teaching practice and reading process regarding student needs.

In the national context some researchers also conducted studies on this topic. Padilla (2016) sought on the implementation and evaluation of “a content- based and genre- oriented syllabus” in the ninth grade of a public school in Barranquilla, Colombia. The objective of the syllabus was to promote reading strategies that could enhance reading comprehension of texts about science. The researcher based the study on the students’ low proficiency in English and their low results of the SABER test, a standardized test focused on reading competence in Colombia for students at the end of high school. The participants of the research also showed a lack of reading comprehension and a lack of awareness of reading strategies that allow them an effective performance. The study focused on the importance of reading as a “social,

interactive, and dynamic process” (Alderson, 2000; Wallace, 1992). The reading process allows the reader to become connected with the text trying to decode and give meaning to the text and also to connect to previous knowledge and construct a new one. The text interaction also promotes critical thinking.

Thus, socially- oriented approaches to learning and language guided the research: the sociocultural theory (Vygotsky, 1978) that focused on interaction with other to promote learning. Reading as a social process requires active construction of meaning developed with others (Lee 2010); genre theory (Bakhtin, 1973) and genre based approach theory (Hyland, 2007) which defines genres as the way people conceptualize the world and refer to reality. The study also considered the concept of genre and genre classification proposed by Derewianka (1991). Thus, this project considered suitable the GBA because it could provide an effective strategy to design a reading program that helped the students to improve their understanding of texts and raise awareness on the text types and stages through meaningful activities. Since the study focused on the content- based instruction (CBI) that integrate language with content (Brinton, Snow & Wesche, 1989) authentic text materials allowed the students to become engaged in the reading process, basically with science texts. Furthermore, the study included the reading strategies (Chamot, 1987; Preszle, 2005) that facilitate readers to comprehend a text and that help teachers to guide them during the reading process activating prior knowledge, check understanding and promote critical thinking.

For the data collection, the researcher applied a think- aloud protocol (Lewis, 1982) that allowed gathering information about the learners’ reading strategies during the reading process of a science text. Furthermore, survey on content and content class observation provided meaningful information for the research that revealed the necessity of encouraging student’s reading ability. The proposal included biographies,



classification, process and mechanism text that students analyzed through directed activities related to texts (DARTS) that allowed students to raise awareness on the text structure (Lunzer, Gardner, Davies, & Greene, 1984). The results of the piloting of the proposal confirmed the effectiveness of DARTS to enhance reading comprehension and the importance of students' awareness on genre to become engaged on the reading process. The study also suggested the necessity to consider the learners' needs before design a reading course and select appropriate texts and promote reading strategies.

### **3.2 Background on genre-based approach (GBA)**

The interaction with the text for reading improvement may yield positive outcomes and support reading skills deficits. Thus, the purpose of this research is to study the effectiveness of using the proposed genre-based approach (GBA) activities in developing reading comprehension of eighth graders; this approach to reading promotes an engaging reading learning process that allows the students to interact and get connected with the texts they read (Boccia, 2013; Feez, 1998; Martin & Rose, 2007).

The GBA was a significant construction of a functional model of language and influenced the literacy programs of the "Sydney School", where a research on writing and literacy as a mean of improving reading and writing abilities during 1980 to 1995 (Martin & Rose, 2007) was carried out. The theory defined genres as "staged, goal-oriented, social processes" (Martin & Rose, 2007, p.5) based on the assumption that it is necessary more than one step to achieve a goal, writers have a purpose and create particular types of texts for specific readers and they always keep an interactive communication with them. In functional linguistics terms, we can define genres "as recurrent configuration of meanings" considering that genres consist of meaning and

that meanings construct the genre (Martín & Rose, 2007, p. 5). In other words, genres can vary according the different social practices in a culture. The stages of a genre have a particular function and features that connect with the social purpose of the genre. In effect, the variety and genre relations are useful for an effective text interpretation.

### **3.2.1 Genre – based approach framework.**

The GBA is based on the systemic functional linguistic studies that focused on the context of situation (Mitchel, 1957), the analysis of text structure of the appointment making (Hassan, 1977), and the analysis of narrative schematic structure (Labov & Waletzky, 1967). Halliday's three social context variables: field, tenor and mode conditioned those studies considering that the social context determines the genre. So, there is a strong influence of Halliday's model of language as texts in context (1978, 1989) and Bernstein's model of the social context of language as "codes" (1971). Those theories focused the meaning of social context as "the total environment in which a text unfolds" (Halliday, 1978, p. 256) and the interpretation about the "context of situation" and "context of culture" as the two levels of text interaction (Malinowski, 1923, p. 296). In this sense, we can only understand the text in relation to both levels regarding that patterns in social situation and patterns in a culture have implication on text types.

However, Martin and Rose (2007) introduced a new genre variation.

### **3.2.2. Genre- variations in culture.**

The conceptualization of genre has arisen from different aspects of the context: as an aspect of the mode (Halliday, 1978) and from the field (Hassan 1977, 1985). However, each genre involves all the variables of tenor, field and mode and they decided to "[...] model genre at the stratum of culture, beyond register, where it could function as a pattern of field, tenor and mode patterns" (Martin & Rose 2007, p. 15).

From this point of view, the “situation” and “culture” constitutes the social semiotic strata- register and genre. A graphic organizer shows those relations where genre appears as an additional stratum of analysis beyond tenor, field and mode. From Hjelmslev (1961) “language realizes a denotative semiotic function through social context and a connotative semiotic function through language”. Thus, a visible interaction of elements takes place. Figure 1 illustrates the genre stratum and relations among situation and language functions (Martin & Rose 2007, p.15).

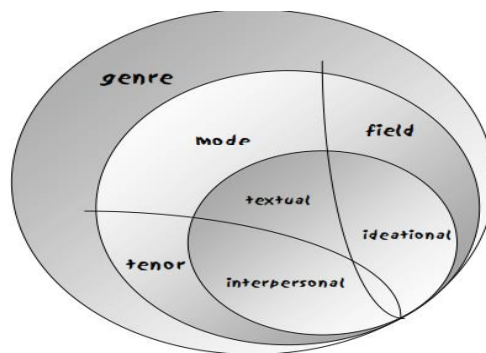


Fig.1 Genre as an additional stratum of analysis beyond tenor, field and mode.

The stratification of register and genre is an additional stratum of analysis beyond tenor, field and mode. Fig. 1 shows an integrated multi-functional perspective on genre, defining three meanings: ideational, interpersonal, and textual; and recognizing that culture involves a set of genres (Martin & Rose, 2007).

According to Martin and Rose (2007) the stratification of register and genre as an additional stratum of analysis beyond tenor, field and mode, in Fig. 1, let them to develop an integrated multi-functional perspective on genre, defining three meanings: ideational, interpersonal, and textual; and recognizing that culture involve a set of genres. Therefore, the importance of learning to read and write their genres in school is

emphasized by the theorists. The assumption is that people as they mature are able to distinguish types of their daily context, manage interactions, apply their experiences and organize their discourse effectively with each context; and that process is developed through the exercise and instruction. In this way, the most experience of the culture, the most ability to recognize genres. In Bernstein's terms "our coding orientation becomes more elaborated, as we learn to recognize and realize a more diverse range of context" (Martin & Rose, 2007, p 16)

Furthermore, according to Martin and Rose (2007) the main characteristic of the genre approach is the development of SFL (Systemic Functional Linguistic) as a functional linguistic perspective on genre analysis.

### **3.3. The Australian Genre-based approach**

The GBA to teaching writing yielded meaningful results on literacy programs in Australia, basically in primary education and adult English second language and literacy program providing the students with language resources and supporting them to use those language features from reading to writing. The successes on writing have been extended into teaching reading through an effective pedagogy which includes strategies to enhance student reading comprehension, the recognition of genres and their language through explicit explanation during the lessons that help student to use linguistic features in their writing. The Australian Genre-based approach is also known as the methodology of Reading to Learn, (Martin & Rose 2007, Rose & Martin, 2012). The Sydney School project designed and refined a teaching learning cycle (TLC) for teachers to successfully guide students writing process (Rose & Martin 2012, p.308) which is represented as Figure 2. The cycle shows three stages: deconstruction, joint

construction and independent construction which extends to integrate reading and writing in the Reading to Learn program.

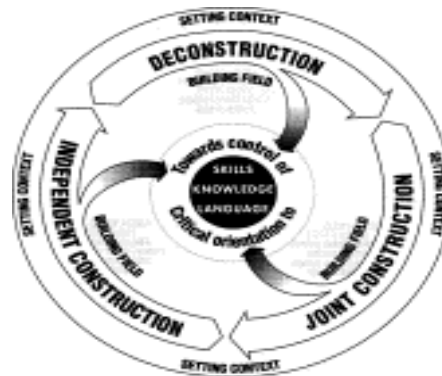


Figure 2: Teaching/learning cycle for genre writing (Rose & Martin 2012, p. 308)

According to Feez (1998), the main goal of this approach is to help learners to be aware of the genres providing them explicit knowledge about the purposes, text organization and features of texts. The genre-based approach is integrated in the classroom through the idea of the curriculum cycle which guides the learners to be independent using the language involving analysis discussion and joint individual construction of texts.

Stage 1. Building the context: students are introduced to the social context of an authentic model of the text type being studied, identifying the register of the text.

Stage 2. Modelling and deconstructing the text: students are introduced to the structural pattern and language features of the model.

Stage 3. Joint constructing of the text. Students begin to contribute to the construction of whole examples of the text-type.

Stage 4. Independent construction of the text: students work independently with the text.

Stage 5. Linking related texts. Students study other text in the same or similar contexts.

A collaborative learning environment is assumed in the class in the form of a dialogue between teacher and student and “scaffolding which arises from spontaneous, ongoing talk between teacher and students or between students” (Gibbons 2009, p. 154). Therefore, teachers need to prepare lessons before teaching to design effective scaffolding for the text and activities.

### **3.4. Text and context**

From the SFL perspective the language and context are connected in such a way that context influences our language. Those contexts are the context of culture and context of situation (Derewianka, 2003). The context of situation regarding the field, tenor and mode determines languages choices (Halliday, 2009). These three dimensions are the “register” of the text (Thompson, 1996). Thus, language changes because of the register. We can define these register components as follows:

Field refers to “what the language is being used to talk about” (Eggins, 1994, p.52). It involves the analysis of the situation, circumstances, topic and people (Derewianka 1990).

Tenor refers to “the people involved in the communication and the relationship between them” (Thompson, 1996, p. 36). This analysis includes the identification of kinds of social relations among people. In fact, tenor influences the language choices in a communicative situation.

Mode is the channel of communication that is selected by the author, spoken or written, also gestural.

From this point of view, people develop language using it in particular ways and for different purposes regarding their cultures. For example, those purposes can include storytelling, arguments or persuasion. Basically, the origin of genres or text types is the result of the development of language according to the contexts (Martin & Rose, 2007). Thus, reading a text requires the recognition of its genre, its register, linguistic features and the discourse semantic. Derewianka (1991), and Rose and Martin (2012) listed the genres or text types, with their purposes and stages that help the author to achieve goals.

Table 1 Genres and stages

| Genre        |                           | Purpose  | Stages  |
|--------------|---------------------------|--|---|
| Stories      | recount narrative         | recounting events<br>resolving a complication in a story | Orientation<br>Record of events                                 |
|              | exemplum                  | judging character or behavior in a story                 | Orientation<br>Complication<br>Resolution                       |
|              | anecdote                  | sharing an emotional                                     | Orientation<br>Incident<br>Interpretation                       |
|              | reaction                  | in a story   | Orientation<br>Remarkable events<br>Reaction                    |
| Histories    | autobiographical recount  | recounting life events                                   | Orientation<br>Record of stages                                 |
|              | biographical recount      | recounting life stages                                   | Orientation<br>Record of stages                                 |
|              | historical recount        | recounting historical events                             | Background<br>Record of stages                                  |
| Explanations | sequential explanation    | explaining a sequence                                    | Phenomenon<br>Explanation                                       |
|              | conditional explanation   | alternative causes and effects                           | Phenomenon<br>Explanation                                       |
|              | factorial explanation     | explaining multiples causes                              | Phenomenon:<br>outcome  |
|              | consequential explanation | explaining multiple effects                              | Explanation factors<br>Phenomenon: cause<br>Explanation: consq. |
| Procedures   | procedure                 | how to do experiments and observations                   | Purpose<br>Equipment<br>Steps                                   |
|              | procedural recount        | recounting experiments and                               | Purpose<br>Method   |

|                |                         | observations                                     | Results   |
|----------------|-------------------------|--|---|
| Reports        | descriptive report      | classifying and describing a phenomenon          | Classification<br>Description                   |
|                | classifying report      | classifying and describing types                 | Classification<br>Description: types            |
|                | of                      | phenomena  | Classification<br>Description: parts            |
|                | compositional report of | describing parts<br>wholes                       |   |
| Arguments      | Exposition point        | arguing for a                                    | Thesis<br>Arguments<br>Reiteration              |
|                | discussion              | of view<br>discussing two or more points of view | Issue<br>Sides<br>Resolution                    |
| Text responses | Review                  | evaluating a literary, visual or musical text    | Context<br>Description of text<br>Judgement     |
|                | interpretation          | interpreting the message of a text               | Evaluation<br>Synopsis of text<br>Reaffirmation |
|                | Critical response       | challenging the message of a text                | Evaluation<br>Deconstruction<br>Challenge       |

(Adapted from Derewianka 1991; Rose & Martin 2012, p. 130)

The proposal develops story genre, and the piloting focused on anecdotes. The selection of this text type is because the meaningful value stories have in a culture and the connection with daily people life. This genre are really appealing for children and adolescents whose imagination and creativeness allow them become engaged through the events and particular situations recounted in those texts. Besides, there is a huge literature of stories in all cultures. Anecdotes is one of the text type of the family of story genre which involve some tragic, comic, engaging or revolting remarkable event which is not solved, but the character expresses a reaction that may express positive or negative feeling (Martin & Rose, 2007). Thus, anecdotes share an emotional reaction to



events appraising the events from the narrator's feelings of fear, happiness, unhappiness or confusion throughout three stages: orientation, remarkable events, and reaction.

Therefore, personal experiences allow learners to use language for telling about themselves expressing emotions and feelings. And the teacher can use this text type to explicitly teach the text structure, its linguistic features and semantic discourse. The proposal syllabus also includes the exploration of recounts, narrative and exemplum regarding the analysis of attitude in the text.

The Orientation stage of an anecdote contains the description of the situation including an unusual or strange event at the beginning of the text; the main character is described and provides information about the setting. The function of the remarkable event stage aims to evaluate character's feelings, the events are chronologically organized and the events are clearly described. The writer shows feelings about the events. The reaction stage presents the solution of the situation describing a feeling as an emotional response to the remarkable events (Rose & Martin, 2012). Thus, in order to achieve the goal, the author uses appraisal resources to express feelings which include attitudinal resources that help the reader to construct meaning which can be experiential, interpersonal and textual (Derewianka, 1991; Halliday, 1994; Martin & White, 2005). Thus, appraisal resources which describe the language of evaluation are important in this reading proposal.

### **3.5. Communicative competence**

Students' performance and proficiency are the outcome of the learning process (Widdowson, 1983). The purpose of this part is to let the readers know a clearly definition of communicative competence taking into account the background of this meaning since late 1960s. A discussion about the topic is presented regarding their

importance for the scientific research project “English in Croatia”. The key words from the text focus on the communicative competence definition and the models of communicative competence.

According to Bagarić and Mihaljević (2007), communicative competence means “competence to communicate” (p.94). Chomsky (cited in Bagarić & Mihaljević, 2007) drew the difference between competence which refers to “the monolingual speaker-listener’s knowledge of language” and performance which is the actual use of language in real situation” (p.94). In Chomsky’s view, communicative competence is more related to linguistic competence. Hymes (1972) defined communicative competence as “the ability to use grammatical competence in a communication reflecting a sociolinguistic aspect”.

Besides, Widdowson (1983) made a distinction between competence and capacity. He defined communicative competence in terms of the knowledge of linguistic and sociolinguistic conventions. According to him, ability is not a component of competence. Thus, Widdowson (1983) focused on performance or real language use. Furthermore, Canale and Swain (1980) and Canale (1983) understood communicative competence as “a synthesis of an underlying system of knowledge and skill needed for communication” (p. 95). According to this meaning knowledge refers to the ‘conscious or unconscious’ knowledge of an individual about language and about other aspects of language use.

For that reason, there are pointed three types of knowledge: about grammatical principles, how to use language in a social context in order to fulfill communicative functions, and how to combine utterances and communicative functions with respect to discourse principles. Thus, the concept of skill refers to the way the person apply the

knowledge in their real communication. Canale (1983) drew a difference between capacity and performance. Communicative competence involves developing language proficiency through interactions in meaningful context using genuine texts in the lessons and develops the capacity to apprehend the language correctly to express in different context.

Researchers argue on the effectiveness of the inclusion of real texts and conversations in foreign language because they provide opportunity for practicing and widely learning about different aspects related to language and culture. Besides, learning from different communicative situations allows students to contrast their own context and assume a critical view of the learning culture. Gopalakrishnan, Hobbs and Liu (2012) claimed about the importance of context for a meaningful language acquisition process. For that reason, learners need to be involved in context of the foreign learning through authentic materials to achieve an effective communicative competence. So, learners need to be guided in the use of language, production and communication through a real interaction.

### **3.6. Reading Strategies**

Attention is one of the mental abilities related to learning. Duffy (2009) explains an approach to develop low reading proficiency and proposes on working those powerless mental abilities to help learners to spread learning to different areas gathering relevant information from the texts they read. Reading comprehension promotes outstanding scholars because the capacity for learning is connected with the learners' reading skills to perceive meaningful knowledge from texts and contexts. The process of gathering information requires an inter play with the text and awareness of the strategies or reading in order to promote competent readers. The students' engagement

with reading activities is vital during the reading training because cognitive and affective factors influence the learning process (Duffy, 2009; Willis, 2008). Thus, teachers need to be well aware of this important process to implement new ways of improving learning.

A reading approach focused on individual comprehension competencies helps students achieve a successful reading process (Richard, 2006; Willis, 2008). According to Willis (2008), comprehension strategies such as activating prior knowledge allow readers to efficiently comprehend a text and develop reading skills such as inference and decoding. In fact, learners who have developed reading skills show a higher level of reading comprehension than inexperienced readers (Willis, 2008). An effective reading process requires from students developed reading skills and fluency, necessary vocabulary and prior knowledge of the text; as well as reading practice to enhance students' motivation. So, the learning process requires teachers' understanding about learners' mental abilities to help them adequately. Teachers play an important role in the language process and they are facilitators in the learning process.

Furthermore, the formation of active readers gives the opportunity for practicing to enhance learners' eloquence, vocabulary and at the same time, the understanding of the reading skills. Students learn from the quality of the reading process where they participate, so teachers' reading view and the assignments stimulate an effective learners' perception about reading. In this sense, students need to be trained about comprehension abilities such as inferences, conclusion and analysis and become connected with the texts (Duffy, 2009). The teacher's challenge is to help students effectively develop their knowledge (Moffett, 2013). Due to the importance of the reading proficiency in the students' social performance, teachers must teach learners effective tactics for reading well (Richard, 2006). Through encouraging reading

strategies, learners can be guided in their learning process and allow them to improve their proficiency.

In addition, motivation is one of the most important factors in the reading process and also is motivating strategies and interesting texts to engage the students in the process. The pre-reading process allows the students to establish their reading purpose and get connected with the text; the comprehension motivators: active prior knowledge, big picture exploration, pre-reading, build interest and attention, explore key words, build connections and knowledge, establish reading goals, predicting (Willis, 2008). Thus, the success of the learning process depends on the quality of the instruction by providing the learners the best resources to learn acquisition, which is tied to the culture. There is no language learning without culture involved.

### **3.7. Sociocultural theory**

The following principles summarize the sociocultural theory based on the work of Vygotsky (1978):

learning precedes development, language is the main vehicle (tool) of thought; mediation is central to learning; social interaction is the basis of learning and development; learning is a process of apprenticeship and internalization in which skills and knowledge are transformed from the social into the cognitive plane, and the zone of proximal development (ZPD) is the primary activity space in which learning occurs” (Walqui, 2006, p.161).

In other words, learners achieve a higher level of development after a hard and challenging process with language as a mediator “the basic unit of language is conversational interaction, not sentence structure or grammatical patten” (Walqui,

2006). Besides, private speech allows learners to internalise social speech; by talking to themselves learners are able to control a difficult task. In this way speech is always ‘social and dialogical’ (Walqui, 2006).

The key point of Vygotsky’s theory is the concept of mediation which is “the use of a tool to accomplish some action” (Walqui, 2006, p. 161). Thus, learners can use physical tools or symbolic tools to mediate their interactions with others or with themselves. Symbolic tools include numbers, charts, music, paintings and written or spoken language, developing the ability to use symbols. Vygotsky refers to mediation through symbolic tools as “regulation” and as “self-regulation” to the type of communication with ourselves which allow us to control personal thinking and behavior (Lantolf, 2011). Thus, humans establish relations with other and the world through culture and society as they develop their thinking and knowledge. Therefore, knowledge occurs in social interaction where is the result of a process of internalisation (Walqui, 2006) that allows learners co-construct their learning through tools and activities in a collaborative work.

### **3.7.1. Zone of proximal development (ZPD)**

According to Vygotsky (1978, p. 86), the ZPD is “ the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”. The ZPD was developed as a mean to establish the developmental learning potential of children with learning disabilities (deaf or blind children) from the Vygotsky’s institute. The research focused on the importance of the children assistance for a successful learning and better performance incorporating collaborative work. Vygotsky extended ZPD concept to pedagogical

activity, but only until the 1980s these ideas began to impact on education (Walqui, 2006). From this research, important implications for education arose considering that the ZPD promotes development through instruction, providing learners with the necessary support working together with the teacher in order they could perform a task and go beyond the initial level of competence to higher level. From this point of view, the instruction should be oriented toward what learners achieve with the intervention or teacher's support, not what they already know. In this sense, the ZPD allows learners to achieve new learning and abilities.

### **3.8 Scaffolding**

According to Feez (1998 p. 26), “the process of learning language is a series of scaffolded developmental steps which address different aspects of language”.

Therefore, learners require the teacher's support to carry out the learning process through carefully planned activities that help them to achieve a goal. The foundation of the GBA methodology is the assumptions of the theorists Vygotsky (1978) and Bruner (1986). Thus, this approach recognizes two levels of development: a level of independent performance and a level of potential performance through social interaction (Feez, 1998). The difference between the two levels of development is the zone of proximal development (ZPD) (Vygotsky, 1978). From this point of view, learning is the result of a successful and collaborative support and interaction between teacher and learners that enhances them to progress to the highest level of knowledge (Feez, 1998). Thus the term scaffolding describes the role of the teacher in the process of learning collaboratively (Burns, 1996). In the GBA approach pedagogy teachers provide scaffolding to students by the explicit knowledge guiding them to do the activities and encouraging them to achieve the potential level of independence work.

According to Walqui (2006) scaffolding only occurs within the ZDP where the learner is supported by the teacher and also by their classmates to learn. Thus scaffolding is a tutorial behavior that is contingent (depend on), collaborative (dialogic) and interactive (activity engagement) (Wood, 1996). Furthermore, there are three “pedagogical scales” related to scaffolding: planned curriculum progression over time; the procedures used in a particular activity; and the collaborative process of interaction (Walqui, 2006). Those scales of pedagogical scaffolding have six central features: continuity (tasks are repeated); contextual support (supportive environment); intersubjectivity (mutual engagement and encouragement); contingency (adjustments of task procedures); handover/ takeover (increasing learner role); flow (balance of skills and challenges) (Walqui, 2006).

### **3.8.1. Types of instructional scaffolding in EFL.**

Teacher can provide assistance to EFL learners using six main types of instructional scaffolding: modelling, bridging, contextualization, building schema, re-presenting text and developing metacognition (Walqui, 2006). Thus, the importance to give learners clear examples of the task they need to do. Therefore students need to do the task with the teacher support working together. The activation of students’ prior knowledge is necessary to promote understanding, connecting what they know about the new topic, relating personal experiences with the topic and showing its importance for individual development. The use of visual material and realia to interpret language makes it more accessible and engaging for students; the promotion of schema building through the use of organizers help the student to organize the information and decrease their anxiety to foster the text comprehension. From this point of view, students need to be engaged in several activities working a topic in order to achieve a goal. Thus, the



importance that teachers were aware of teaching and learning strategies to provide their students an effective scaffolding (Walqui, 2006).

### **3.9. Appraisal theory**

“Appraisal is one of three major discourse semantic resources construing interpersonal meaning, alongside involvement and negotiation” (Martin & White, 2005, p. 34). This semantic resource also “expresses people’s attitudes, including emotions, judgements of people, and appreciations of things” (Rose & Martin, 2012, p. 290). In stories, writers use appraisal resources with the purpose of engaging readers through the descriptions of places, expressing emotions and judging characters’ behavior. The analysis of appraisal resources includes three aspects: attitude, engagement and graduation. Attitude refers to personal feelings or emotions, and our thinking about people behavior and things. Engagement concerns to the speaker or writer’s voice in the discourse. Graduation deals with quantification and intensification of feelings and attitude value (Martin & White, 2005) (See Figure 3).

Attitude system includes three semantic regions which refer to “emotion, ethics and aesthetics” (Martin & White, 2005, p. 42). In this way, three dimensions cover this system: affect (positive and negative feelings); judgement (attitude toward people behavior); appreciation (evaluation of semiotic and natural phenomena) (Martin & White, 2005).

Therefore, this theory offers huge linguistic resources for evaluating the text and analyzes the way interpersonal resources influence the discourse meaning. From this point of view, lexicogrammar facilitates the construction of meaning within text clause and the whole text. (Martin & White, 2005). Thus, language develops three different

functions that refer to structures or syntagmatic relations: experiential, interpersonal (prosodic) and textual (periodic structure). Appraisal develops the interpersonal metafunction through the discourse involving its prosody (Martin & White, 2005).

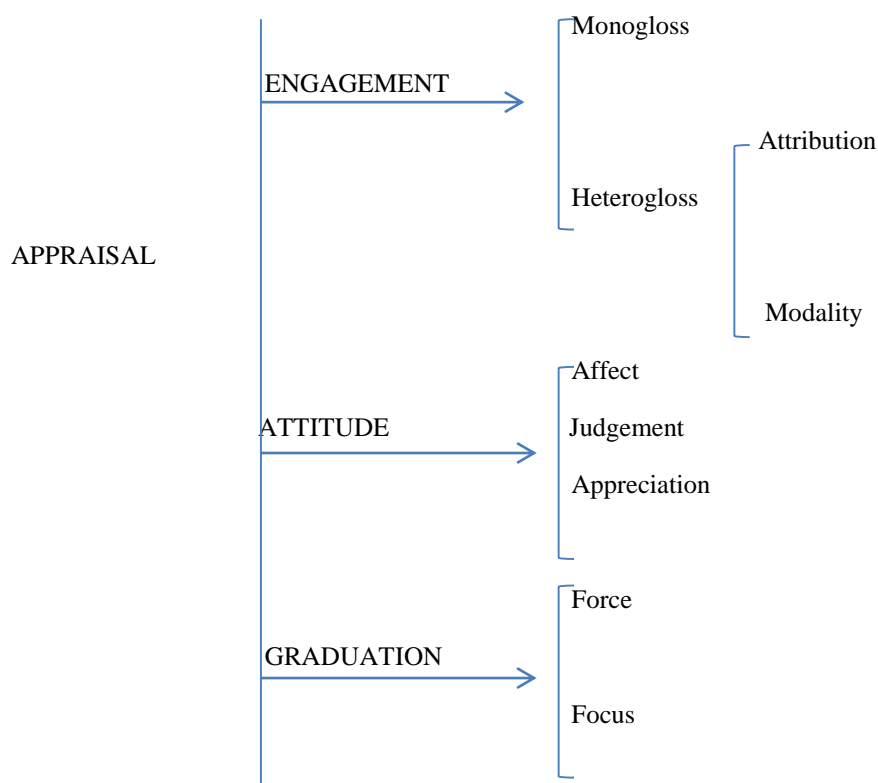


Fig. 3. An overview of appraisal resources (Martin & White, 2005, p. 38)

As we can see from Figure 3, the regions of the appraisal are: engagement, attitude and graduation and each of them concern to feelings categories.

Particularly for this study, the analysis will be focused on the appraisal resources of attitude: affect, judgement, and appreciation, identifying the linguistic resources the writer of the anecdote uses to achieve the purpose of sharing an emotional reaction in a story. Students need to be taught about those language resources to comprehend the text and become engaged with the reading.

## **4. METHODOLOGY**

In the previous chapter, I informed about the most meaningful literature to this study regarding the state of the art reasoning on the genre- based approach (GBA) to reading and other theories that guides this study. In this chapter I will focus on the methodology that guided this research. First, I present the research question. Next, I examine the characteristic of the research design and the type of study. Then, I describe the participants of this intervention. Finally, I will define the procedure and measures used for the collection of data.

### **4.1. Research question**

This study has as a purpose to develop eight- grade student EFL reading competence through the genre base approach to reading and appraisal theory. The research goes in search of the findings about what is the effectiveness of using the proposed Genre-based approach activities in developing EFL reading comprehension of eighth graders from Institución Educativa Técnica Comercial e Industrial (IETECI) of Palmar de Varela.

### **4.2. Research design**

This study intends to solve a classroom problem through the implementation or intervention of a proposal that allows the students to overcome their difficulties. In this sense, I consider important to highlight some definitions of action research design (ARD): Field (1997) claimed, “The term ‘action research’ was adopted to describe a small- scale investigation undertaken by a class teacher” (p. 192). Considering this, teachers can assume an important role from the teaching practice for self -development. On the other hand, Patton (1990) defined action research as aiming “at solving specific problems within a program, organization, or community” (p. 157). Thus, action research is dynamic to yield positive results in any area. Besides, “ARD can be defined as small-

scale investigation by teachers on specific classroom problems for the purpose of curriculum renewal and/ or professional development” (Griffe, 2012, p. 109). At this point, curriculum development and professional development establish a direct connection where the curriculum renewal is the action part, the professional development is the research, the source of curriculum renewal is the teacher, and the theory creation results from the source of the professional development based on teacher reflection and the outcome of personal improvement (Griffe, 2012, p. 110).

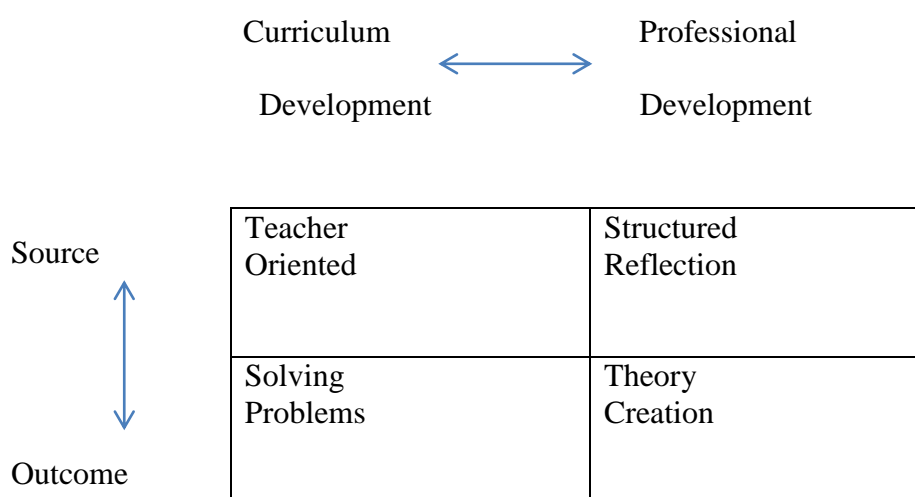


Figure 4. Focal points of action research (Griffe, 2012, p. 110)

According to figure 4 there is interplay among curriculum development, professional development, teacher and theory. Teacher oriented means the teacher is central to curriculum renewal and evaluation (Nunan, 1992, p. 18). In this study, the question research came from a need analysis of my students of 8<sup>th</sup> grade identifying their strengths and weaknesses on EFL reading comprehension. Solving problems implies that the teacher identify specific classroom problem to work (Griffe, 2012, p. 111). In this study, the problem to solve include students’ demotivation to read in English, lack of students’ reading strategies and anxiety when reading in English. In

this case, I took advantage of this problem to implement a reading approach to help the students to overcome difficulties during the reading process. On the other hand the structured reflection is the main point of the action research. Nunan (1993) reflection follows a general pattern for the statement of the problem, collect data, analyze the data, formulate a proposal, implement the proposal and analyze the results from the implementation and finally publish the results. Thus, this dynamic allows teachers as researchers to develop critical thinking. The theory creation comes as a result of that systematic action that allows teachers to construct meaning about the implications from the research.

#### **4.2.1. Components of action research design**

This research follows the action research cycle proposed by Griffe (2012). An action research might look this way a developing seven areas of consideration (Figure 5) that allow teachers to reflect on their practice in order to improve and gain meaningful results from their teaching experience (Griffe, 2012, p. 112).

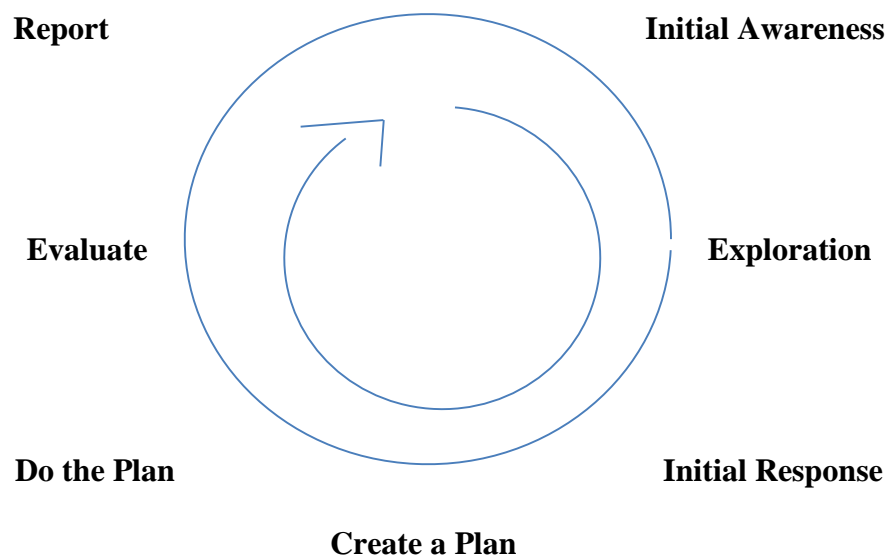


Figure 5 Research cycle, from Griffe, 2012, p.212

The first component of the cycle is the initial awareness that is the recognition of a problem in the context and it is necessary to solve. The second one is the Exploration which includes a general awareness of the problem, acknowledgement of external and internal sources of the problem; decision about engaging in some form of research; and ethical considerations. The third area of action research design is the initial response that includes some steps that allow teacher to decide about the action, think about possible solutions, ask for collaboration, formulate an initial hypothesis, gather information and initiate a literature review. The fourth area is to create a plan to outline the steps to follow. The fifth consideration is to do a plan and evaluate the plan that refers to the implementation of the proposal. The last area is to report the results and it refers to present the findings considering publication of the experience (Griffe, 2012, p. 113). Particularly, for this study I designed a proposal focused on reading competence in order to solve the students' constraints in this area.

#### **4.3. Type of study**

This study is a qualitative one since it attempts to interpret an amount of data from the action to comprehend the research problem. These data may be texts, notes, transcripts, other written material, and audio-visual resources, such as recordings, pictures, or video. The data analysis involves the organization of the data in such a way that allows researchers to improve their knowledge to share with others. For qualitative research the common strategies for analysis is the open and axial coding. "The analysis of data involves reducing and organizing the data, synthesizing, searching for significant patterns and discovering what is important" (Ary. et al, 2010, p, 481). Thus, the analysis of this study is also based on the information gathered from the piloting of the proposal.

#### 4.4 Participants

The participants of this research were 47 students aged 13-15- years old of eight-grade of a group of morning session from Institución Educativa Técnica Comercial e Industrial (IETECI), a public high school, located in Palmar de Varela, a town on the South-East of Atlántico department in Colombia. Most of the students come from low socioeconomic strata (1 and 2) and have low basic level of English (A1) because most of them started to study English in Secondary school. They have 4 hours a week for English class and regular didactic and technological resources for the instruction. Students are trained for commercial and business world. Accounting, Business and Technology are the main subjects of the school curriculum because the Institution has academic connection with the Servicio Nacional de Aprendizaje (SENA).

The institution focuses the instruction on the social-critical approach and the Second language (L2) learning is based on the communicative approach and the meaningful learning. For the L2 instruction, students work with the English book, workbook and the interactive software Look Up 3 by Oxford University Press. English teachers can also make use of a lot of visual aids such as cards and posters with a variety of topics in English. In addition, they can use teachers' blog to do complementary virtual activities. The English standards and English Basic Learning Rights proposed by the Ministry of Education guide the teaching process to help the students develop their communicative competence in second language.

Students of eight- graders of afternoon session were excluded because the researcher teacher works in the morning session. Although the researcher teacher works in the morning with two groups of eight-graders only one of the group was selected because in the eight- 02 the duties of tutoring with that group is demanding.

#### 4.5. Procedure

Regarding the benefits of the action research (Ary, Jacobs, Sorensen & Razavieh, 2010; Burn, 2005; Cohen, 2000; Field, 1997; Griffe, 2012; Nunan, 1993; Patton, 1990) as a powerful tool for studying and improving one's practice, I also engaged in a qualitative research and I developed a classroom action research (Field, 1997; Hendricks, 2009; Nunan, 2005) with the approval of the institution and students' parents who signed the parental consent (Sagor, 2000) during an initial meeting where I informed about the objective of this research. Therefore, the process involved reflecting, planning, acting and observing (Stringer, 2008). Thus, I used my students' performance, works and ideas during the process of implementation of the proposal for the data collection and analysis in order to report the results and findings, considering the experience and reflection about the intervention.

#### 4.6 Data Collection

During this research I used qualitative strategies for the data collection. I considered the categories of experiencing, enquiring and examining (Miles 1994). Therefore, I took field notes (Stringer 2007), observations, videotaping for the experience description; interviews (Stringer, 2007) and questionnaires to report students' ideas and feelings; and student and teacher records. Thus, I could obtain multiple and useful sources of information and do a triangulation (Ary et al., 2010) for the interpretation of the results in order to verify the validation of qualitative analysis.

**4.6. 1. Classroom observation.** Classroom observation is the “systematic, intentional, and principled looking, recording, and analysis of the results of our observation for the purpose of research” (Griffe, 2012, p. 178). For this research I used an ethnographic observation by observing my own class with no predetermined category. For example, I used video recording a class, and analyzing it later.



**4.6.2. Field notes.** Field notes are the most common data collection strategy used in the action research during the process of experiencing to describe what happened during an observation (Ary et al., 2010). It includes description of places, people, objects, activities, events, purposes, time and feelings. It has been used basically to gather data through the researcher's own experience in several studies (Martin & Rose, 2012). Besides, it provides useful source of information to consider for the interpretation of the research findings.

**4.6.3. In-Class Observation Notes.** In class observation notes refer to any type of written documentation made by an observer other than the teacher while the class is meeting (Galton, 1995; Griffe, 2012). The positive aspect of this data tool is that the researcher can observe authentic educational environment, the classroom; the researcher can verify the achievement of the course goals and objectives; and the teacher can also observe and evaluate specific materials, activities, and procedures. However, the observation using in- class is labor intensive (Griffe, 2012, p. 185).

**4.6.4. Video.** This refers to the video recording of all or portion of a class. The purpose of video recording a class is to provide data to answer a research or evaluation question. Video data can reveal things we might not otherwise notice (Burns, 2005; Day, 1990; Galton, 1995; Woods, 1996). "Video can give a detailed naturalistic view of life in a classroom, and a sense of being there" (Griffe, 2012, p. 191). However, it is necessary to consider the ethical considerations and obtain the approval of students' parents to use this technique. In this research, I could gather meaningful information from the transcriptions of the lessons and video.

**4.6.5. Interview.** Interviews are the most common action research strategy for collecting data and may give the researcher meaningful information (Ary et al., 2010; Cohen, 2000; Griffe 2012; Kvale, 1996; Merriam, 2009; Nunan, 1992; Stringer, 2008).

For example, Nunan (1992) defined interview as “the elicitation of data by one person from another through person-to person encounters” (p. 2031). Kvale (1996) said that “an interview is a conversation that has a structure and purpose” (p.6), and Cohen, (2000) reminded us that an interview is a “social, interpersonal encounter, not merely data collection exercise” (p. 279). Finally, Merriam (2009) defined interview as “a process in which a researcher and participant engage in a conversation focused on questions related to a research study” (p.87). In addition, this research tool has structure, purpose and form creating meaningful data which need to be collected, analyzed and validated (Griffe, 2012).

**4.6.6. Questionnaires.** “Questionnaires are data- gathering instruments are popular research instruments in many fields including communication, education, psychology, and sociology” (Griffe 2012, p. 135). This tool is useful in language testing research since it provides relevant source of information for test validation (Griffe, 2012; Woods, 1996). Basically, I used this research strategy for collecting enquiring data. During the need analysis students could also reveal their strengths and weaknesses through a reading comprehension test.

## **5. PROPOSAL**

In the previous chapter I focused on the methodology that guides this research describing the process of data collection and the instruments. In this chapter, I will present the design of the course as a proposal to achieve the goals and objective of this research. I will describe the pedagogical policies and elements that guide the reading course. First, I will focus on the approaches to education, learning and language. Then, I will formulate the goals and objectives. Next, I will describe the syllabus and sequence and syllabus structure. Finally, I will describe a unit of work and two lesson plans based on the implementation of the GBA and appraisal theory.

From an action research based on the eighth- graders needs from IETECI of Palmar de Varela a reading proposal focused on GBA and Text- based syllabus was implemented with the goal of developing reading competence, discourse semantic resources construing interpersonal meaning and respect for diversity through group work. The approaches to the reading course design are: hermeneutic, cognitive and socio-cultural and functional approach. The teaching points are connected with the MEN English standards and basic learning rights for 8<sup>th</sup> grade. The methodology followed the GBA teaching cycle (Building up the context, Deconstruction of text, Joint construction of text and Independent work). Two lesson plans focused on anecdote text type and appraisal resources (ATTITUDE) were planned and piloted during thirty-four hours providing a lot of scaffolding and DART activities for text structure and vocabulary.

### **5.1. Approaches to education, learning and language**

Nowadays, the mission of education has changed because of the new people's contexts and needs. "In confronting the many challenges that the future holds in store, humankind see in education and indispensable asset in its attempt to attain the ideals of peace, freedom and social justice" (Delors, 1996, p. 11). Therefore, the teachers' awareness of the perspectives in education and learning process are crucial for the achievements of education goals. Education helps people to transform their minds and contributes to do a better world. "Education is an ongoing process of improving knowledge and skills" (Delors, 1996, p.11). Through this process, people achieve a personal development including the relationship among people promoting learners' development of talents and values. Learning to know, learning to do, learning to live together and learning to be are the four pillars of the foundation of education (Delors,

1996). Thus, the challenge of teachers is to seek the best ways to promote the learners' development through education.

The course design should be a mean of bringing about the acquisition of a competence that allows learners to discover and develop their abilities through positive social and learning experiences into the classroom, developing respect to others and achieving personal aims. From this perspective, the vision of education, learning, and learning language is crucial for the course foundation. This chapter will present a general vision of all these aspects in a course design for students of eighth grade, including the approaches that support the same course.

Next, I outline the approaches that guide this reading course.

## 5.2 Approach to education

The approach of education that guides the present course design refers to the **Hermeneutic approach**: “hermeneutics is the philosophical theory of knowledge that claims all cases of understanding necessarily involve both interpretation and application” (Schmidt 2001). According to the Oxford English Dictionary, “*hermeneutics* is a modified translation of the Greek verb *hermeneuein*, which means to express aloud, to explain or interpret and to translate”. Thus, there is a connection between understanding and interpretation. For human sciences Hermeneutic is the unique methodology to learn: “human beings, unlike physical objects, have an inner mental and emotional life” (Schmidt 2001, p.6). Thus, due to a process of methodological understanding people understand the world and other people's lives through language which is the most complete expression of another's inner life (Schmidt, 2001).

Learners need to understand language and interpret the manifestations of the world and human beings because understanding is as an art and a dialogue where people

need a listening attitude to listen and respect the others' point of view. For this reason, it is necessary a course design based on hermeneutic approach which should include a vision "relates to notions of critical citizenship, of learning to question conventions, take autonomous decisions and contribute creatively to processes of change" (Moss, 2008, p.15). Therefore, this approach allows the learners to practice understanding, not only orally but also, to understand written texts to infer the writer's thoughts, promoting critical thinking. Then, hermeneutics becomes an opportunity for learners to develop and try out communicative competences through a process of understanding and interpretation immersed into a sociocultural learning environment which promotes personal development.

### **5.3. Approach to learning**

The approach of learning focuses on the **Cognitivist and Sociocultural** approaches to learning. It is important to consider that "Learning is an enduring change in behavior, in the capacity to behave in a given fashion, which results from practice or other form of experience" (Dale 2012, p. 3). In this sense, learners need a positive and rich learning environment that guarantees their learning process.

The Social Cognitive theory claims that people do not behave just to suit the preferences of others: "many of their behaviors is motivated and regulated by internal standards and self-evaluative reactions to their own actions" (Bandura, 1986, p. 20). Thus, the implementation of engaging learning activities in the classroom is necessary to deal a positive learning process. Besides, "Learning is largely an information processing activity in which information about the structure of behavior and about environmental events is transformed into symbolic representations that serves as guides for action" (Bandura, 1986, p.51). Learning and performance are different processes in the Social cognitive theory.

## 5.4. Approach to language

The approach to language and language learning is the **Functionalist** approach which refers to “the explication and explanation of grammatical structure in which semantic and pragmatic constructs are integral” (Halliday, 1978). Besides, language is considered as a tool of learning, “a meaning-making resource”, which allows students know the language and learn about it. Students’ performance and proficiency are the outcome of the language learning process (Moss, 2008). According to Bagarić and Mihaljević (2007) communicative competence means “competence to communicate” (p.94). Chomsky (1957; 2014) drew the difference between competence which refers to “the monolingual speaker- listener’s knowledge of language” and performance which is the actual use of language in real situation” (p.94). In Chomsky’s point of view, communicative competence basically refers to linguistic competence.

Similarly, Hymes (1972) defined communicative competence as “the ability to use grammatical competence in a communication reflecting a sociolinguistic aspect”. Besides, Widdowson (1983) made a distinction between competence and capacity. He defined communicative competence, in terms of the knowledge of linguistic and sociolinguistic conventions. According to him, ability is not a component of competence. Thus, Widdowson (1983) focused on performance or real language use.

For that reason, we can identify three types of knowledge: about grammatical principles, how to use language in a social context in order to fulfill communicative functions, and how to combine utterances and communicative functions with respect to discourse principles. Thus, the concept of skill refers to the way the person apply the knowledge in their real communication. Communicative competence involves developing language proficiency through interactions in meaningful context using

genuine texts in the lessons and develops the capacity to apprehend the language correctly to express in different context.

The inclusion in the course design of real texts and conversations in foreign language provides opportunity for practicing and widely knowing about different aspects related to language and culture. Besides, learning from different communicative situations allows students to contrast their own context and assume a critical view of the learning culture. Gopalakrishnan, Hobbs and Liu (2012) claimed about the importance of context for a meaningful language acquisition process. For that reason, learners need to participate in context of the foreign language learning through authentic materials to achieve an effective communicative competence. So, learners need to use language, production and communication through a real interaction.

### **5.5. Goals**

Goals are our final destination describing the outcome of learners' effort at the end of the course. Target, learning and human are the three types of goals (Moss, 2008). The target goals describe the knowledge and skills related to the English language; the learning goals help the students to become a better learner. So, we need to define attitude, awareness and strategies according to learners' strengths and weaknesses to achieve effective results; and finally, human goals describe the socio-affective aspects for learners' development. I define the general objectives for this course design which focus on the reading skill to satisfy the learners' needs, in order to describe the realization of goals. These goals and general objectives are:

Table 2 Goals and Objectives

| <b>TARGET GOAL (language content-subject content- skills)</b>             |   |
|---|---|
| Goal  | Development of reading competence.  |
| General Objective   | <i>Students should be able to identify the organizational structures and language features of the genres.</i><br><i>To identify what kind of appraisal resources the writer employs to achieve the purpose of the text.</i> |
| <b>LEARNING GOAL (attitude, awareness, strategies, language-learning)</b> |   |
| Goal  | Development of discourse semantic resources construing interpersonal meaning  |
| General objective   | <i>To identify what kind of appraisal resources the writer employs to achieve the purpose of the text</i>   |
| <b>HUMAN GOAL (values and relations)</b>                                  |   |
| Goal  | Development of respect for diversity through group work.  |
| General objective   | <i>Students should be able to recognise the value of diverse abilities and opinions.</i>  |

### 5.6. Syllabus Approach

Selecting an appropriate syllabus focus implies a reflection on the approaches to education, language and learning taking into account the need analysis and course goals, general objectives and competences; “Choosing a syllabus focus means deciding where the center of attention of a course will be” ( Moss 2008, p.40). Texts may be an effective focus for the syllabus of this course regarding the learners’ needs.



The syllabus design for this course is the Text-Based syllabus, which specifies the content in terms of texts that students need to interpret and analyze in a dynamical interaction in social contexts. A text is the unit of work during the course working through cycles of teaching and learning activities to achieve the course goals (Feez & Joyce, 1998). In order to satisfy learners needs, I selected meaningful elements and linguistic resources derived from the text, so I promote the cooperative learning. From this point of view, students are more likely to develop intrinsic motivation in a text-based approach which also enables teachers to see if students are developing the ability to communicate in an L2. According to Feez and Joyce (1998), for the methodology of the genre approach and particularly for this context, two of its learning cycle stages are developed (building the context, modelling and deconstructing the text ), the teacher's role (resourcer, facilitator, guide), the student's role (active, participant, discoverer, problem- solver, increasingly autonomous), the materials (authentic texts as input for reading and tasks), and the assessment (text- based, self and peer assessment).

### **5.7. The teaching points.**

The content of the course should be related to the course goals and objectives and satisfy the students learning needs. According to Moss (2008), the constituent analysis is a practical method to identify the teaching points or the content course, by listing the necessary knowledge and skills for achieving goals and objectives. The following teaching points may help the students to develop their reading competence, to develop the discourse semantic resources construing interpersonal meaning and demonstrate respect for diversity trough group work.

**TARGET GOAL:** Development of reading competence

1. Lexical items related to the topics of texts.

2. Grammatical items to text types.
3. Main and specific idea.
4. Purpose of the text.
6. Types of texts
7. Stages of the texts.
8. Cultural elements in a text.
9. The language of evaluation: appraisal resources.

LEARNING GOAL: Development of discourse semantic resources construing interpersonal meaning Identification of appraisal resources: attitude: affect, judgement, appreciation.

HUMAN GOAL: Development of respect for diversity through group work Citizens' Competences Human Development Topics Ethics Collaborative work.

### **5.8. The grid.**

The grid is a tool for ensuring the coherence and unity of the course connecting the goals and teaching points to specific objectives (Moss 2008). The grid is composed by seven columns, which allows to overview the course. The items are: goal, task, topic, genre, context, skills and lexico - grammar. For this particular course, focused on a text- based syllabus, the guiding principle is the type of text the learners need to read in order to develop their cognitive processes and achieve the proposed goals. This grid shows those connections.

Table 3. The grid- text based syllabus.

**THE GRID- TEXT- BASED SYLLABUS.**

| GOAL   | TEXT-TYPES                     | TOPIC   | LANGUAGE FEATURES  | VOCABULARY   | SKILLS  | ACTIVITIES   |
|--|--------------------------------|---|--|--|---|--|
| 1.Target Goal;<br>Development of reading competence  | <i>Stories: Anecdote text.</i> | Stages of a narrative text:<br>orientation, remarkable event and reaction | Past tense verb form.<br><br>Sequential connectors.  | Adjectives for descriptions  | Analysis of an anecdote text.<br><br>Identification of a reaction in a story.<br><br>Representation of ideas of a text.     | Identify the stages and purpose of an anecdote text and represent the main ideas in a graphic organizer.               |
| 2. Learning Goal:<br><br>Development of discourse semantic resources construing interpersonal meaning. | <i>Stories: anecdote text.</i> | Appraisal resources of affect.  | Kinds of affect.:<br>positive, negative, behavioral, mental, relational, reaction, indirect, insecurity, dissatisfaction, unhappiness<br><br>Past tense events | Adjectives (Positive and negative)<br>Feelings:<br>Qualities, processes and comments.<br><br>Suffixes:<br>ing- less- ful | Analysis of positive and negative feelings in a text.<br><br>Analyze the meanings construing emotional responses: feelings. | Identify the appraising items in a text using color coding, involving the categories of attitude: affect.              |
| 3 Human Goal:<br><br>Development of respect for diversity through group work                           | <i>Stories: Anecdote text.</i> | Human development topics:<br><br>Respect and solidarity.                  | Lexis related to the text.<br><br>Present and Past events.<br><br>Wording for appraisal resources: affect. Expressions for opinions and interaction            |  | Listening to others.<br>Analyzing reasons.<br><br>Expressing agreements or disagreements respectfully.                      | A team game about appraisal resources in a text and identification of the stages of a given text working cooperatively |
| GOAL   | TEXT-TYPE                      | TOPIC   | LANGUAGE FEATURES  | VOCABULARY   | SKILLS  | ACTIVITIES   |

|  |  |  |   |   |   |   |
|--|--|--|---|---|---|---|
| 1.Target Goal:<br><br>Development of reading competence  | <b>Stories:</b><br><br><b>Exemplum text</b>          | The exemplum text purpose.   | Stages of the exemplum text:<br>orientation<br><br>Causal connections:<br>because of, result in, appears to, becomes.<br><br>Appraisal resources for judgement. | Lexis related to the text.<br><br>Adjectives to express positive or negative judgements | Analysis of an exemplum text.<br><br>Identification of a judging of a character in a story.<br><br>Representation of ideas of a text.<br><br>Express opinions about the topic proposed in the text. | Identify the stages and purpose of an exemplum text and represent the stages in a graphic organizer         |
| 2. Learning Goal:<br><br>Development of discourse semantic resources construing interpersonal meaning. | <b>Stories:</b><br><br><b>Exemplum text</b><br><br>. | Kinds of feeling:<br>judgement,<br><br>Social esteem and social sanction | Appraisal resources of judgement:<br>normality, capacity and tenacity, veracity and propriety   | Lexis related to the text.<br>Adjectives for personality and behavior                   | Analyze how a character or behavior is judged in a story.<br><br>Analyze the meanings construing moral evaluations of behavior: character   | Identify the appraisal items in a text using color coding, involving the categories of attitude: judgement. |
| 3. Human Goal:<br><br>Development of respect for diversity through group w                             | <b>Stories:</b><br><br><b>Exemplum text</b>          | Human Development: Respect and solidarity<br><br>Moral Values.           | Appraisal<br><br>Affect and judgement<br><br>Esteem and sanction<br><br>Discover social issues  | Lexical devices about the topic.<br><br>Formation of words: suffixes and prefix, root   | Develop social and citizenship skills.<br><br>Express agreements and disagreements about moral evaluation of behavior.  | A jigsaw activity about appraisal resources: affect and judgement in a story, working together.             |
| <b>GOAL</b>  | <b>TEXT-TYPE</b>                                     | <b>TOPIC</b>   | <b>LANGUAGE FEATURES</b>  | <b>VOCABULARY</b>   | <b>SKILLS</b>   | <b>ACTIVITIES</b>   |

|  |                                       |   |  |   |  |   |
|--|---------------------------------------|---|--|---|--|---|
| 1.Target Goal:<br><br>Development of reading competence  | <b>Stories: recount text</b><br><br>. | The stages of a recount text: orientation and record of events. | Register of a text.<br>Field, tenor, context.<br>Past tense events.<br>Sequential connectors | Lexical items related to the recount  | Recognize the language of the story.<br><br>Identify the contexts of the story.<br><br>Identify the resources for a recount.   | Identify the stages and purpose of a recount text and analyze its register in a map mind.<br><br>.  |
| 2. Learning Goal:<br><br>Development of discourse semantic resources construing interpersonal meaning. | <b>Stories: recount text</b><br><br>. | Kinds of feeling: appreciation<br><br>.                         | Reaction Composition and valuation in a text.  | Suffix –ing for adjectives.<br><br>Wording for positive and negative appreciation | Recognize the language for appreciation<br>.<br>Analyze the way writers evaluate things in a text.<br><br>Analyze how the writers is Construing aesthetic quality: value | Identify the appraisal items in a recount using color coding, involving the categories of attitude: appreciation                              |
| 3.Human Goal:<br><br>Development of respect for diversity through group work                           | <b>Stories: factual Recount text</b>  | Citizens' competences   | Chronological sequence   | Lexis related to the text.  | Develop independent reading habits   | Work in groups to discuss the register of a Recount text and the appraisal resources for language evaluation, completing a reading worksheet. |

### 5.9. The specific objectives:

The specific objectives help the teacher to plan the lesson and help the learners to know about what is expected from them to achieve during the teaching and learning process. They are derived from the grid regarding target, learning and human goals. The following list shows this course design specific objectives:

Table 4. Specific objectives

| <b>TARGET GOAL (language content-subject content- skills)</b>             |  |
|---|--|
| <p><i>Goal:</i></p> <p><i>General Objective</i></p>                       | <p>Development of reading competence.</p> <p><i>Students should be able to:</i></p> <p><i>Identify the organizational structures and language features of the genres.</i></p> <p><i>Identify what kind of appraisal resources the writer employs to achieve the purpose of the text.</i></p>   |
| <i>Specific Objectives</i>  | <p>Students should be able to</p> <p>Identify the past form verbs to refers to past events in a story text.</p> <p>Recognize the function of sequential connectors in a text.</p> <p>Increase their vocabulary of adjectives in second language.</p> <p>Get familiar with the vocabulary of a story text.</p> <p>Increase their vocabulary in English recognizing the meaning of the words with the suffixes: ing- less- ful</p> <p>Identify the stages and purpose of a story and represent the main ideas in a graphic organizer.</p>  |
| <b>LEARNING GOAL (attitude, awareness, strategies, language-learning)</b> |  |
| <p><i>Goal:</i></p> <p><i>General objective:</i></p>                      | <p>Development of discourse semantic resources construing interpersonal meaning.</p> <p><i>To identify what kind of appraisal resources the writer employs to achieve the purpose of the text</i></p>  |
| <p><i>Specific Objectives:</i></p>  | <p>Students should be able to</p> <p>Demonstrate their reading comprehension answering questions during the reading process.</p> <p>Identify the appraisal items in a text using color coding, involving the categories of attitude: affect.</p> <p>Analyze the positive and negative author's feelings in a text.</p> <p>Identify attitudes toward behavior in a text.</p> <p>Analyze the meanings construing evaluations of things and events in a text.</p> <p>Recognize the wording for positive and negative feelings.</p> <p>Recognize the function of the attitude as appraisal resource in language.</p> <p>Recognize the wording for Behaviors in a text and discover the author purpose.</p> <p>Identify the function of Affect as appraisal resources in language. Identify the appraisal items in a text using color coding, involving the categories of attitude: judgement</p> <p>Analyze how a character or behavior is judging in a story.</p> <p>Recognize in a text the way the author evaluate personality and behavior of a story character.</p> |

| <b>HUMAN GOAL (values and relations)</b> |   |
|--|---|
| <i>Goal</i>                              | Development of respect for diversity through group work   |
| <i>General Objective</i>                 | Students should be able to recognize the value of diverse abilities and opinions  |
| <i>Specific Objective</i>                | <p>Students should be able to</p> <p>Participate respectfully during the class.</p> <p>Listen to others during reading discussion.</p> <p>Express agreements or disagreements about a topic respectfully.</p> <p>Improve English reading comprehension by doing reflections about the topics of the text.</p> <p>Develop independent reading habits.</p> <p>Develop collaborative work.</p> <p>Develop respectful response to texts.</p> <p>Work in groups to develop citizen's skills and collaborative work.</p> <p>Discuss about citizen issues from a text.</p> |

### 5.10. Sequence criterion

In order to decide in what order to work on the teaching points and establish the correct connections it is appropriate to select a sequence criterion to guarantee the coherence of this course design. According to Moss (2008), importance is a syllabus sequencing option based on the concept of urgency and frequency and closely related to the need analysis. The purpose of this course is to satisfy the learners' needs developing the reading competence in English to improve this learners' weakness. Students need to be immersed in an effective reading process that allows them to comprehend different genres, recognize the language resources to analyze a text and discover the author's purpose. So, students need to focus on several aspects of language they need to know in order to solve the different reading tasks. From this point of view, the teaching points derive from the proposed tasks and skills the learners should develop during the course.

Besides, to establish the connection between sequence and structure, to follow the organization of teaching points, they are arranged for this course in a Proportional syllabus combining two syllabus foci: skill based to text-based in a long term syllabus design, from 6th grade to 11th grade. This structure allows the students to develop their skills as they grow in competence to use the language. Because of the learners needs, reading skill is pointed in this course and the English reading competence is developed through a reading approach that may yield effective results from learners. Students will develop meaningful reading tasks which allow them to simultaneously improve the others skills. This structure shows a proportional progression from skills to texts over the course, regarding the standards defined for English.

### **5.11. Syllabus sequence**

Genre is “a stage, goal- oriented, purposeful activities in which speakers engage as members of our culture” (Martin & Rose, 2012, p. 54). Therefore each genre has its predictable ways to achieve its social purpose. These are the different genres that are important to teach in this English course during the scholar term. Some of the samples are included in this particular context: anecdote text, exemplum text, recount text. Appraisal theory (Martin & White, 2005) described the resources available to deal aspects of interpersonal meaning associated with the expression of feelings and values. Appraisal is concerned with evaluation- the kinds of attitude that are negotiated in a text, the strength of the feelings involved and the way in which values are sourced and readers aligned (Martin & Rose 2007, p. 25).

In the following teaching points, the appraisal resources that will be taught during this reading course are related to the attitude appraisal resources which are defined as affect, judgement and appreciation.



Table 5. Syllabus sequence connecting genre and teaching points

| GENRE   | TEACHING POINTS  |
|---|--|
| <p><i>Stories:</i></p> <p><i>Anecdote text.</i></p> | <p>Stages of an anecdote text: orientation, remarkable event and reaction.</p> <p>Register of the text.</p> <p>Kinds of affect. positive, negative, behavioral, mental, relational, reaction, indirect, insecurity, dissatisfaction, unhappiness.</p> <p>Human development topics: Respect and solidarity.</p> <p>Past tense verb form.</p> <p>Sequential connectors.</p> <p>Adjectives for descriptions.</p> <p>Adjectives (Positive and negative) Feelings: Qualities, processes and comments.</p> <p>Suffixes: ing- less- ful-</p> <p>Lexis related to the text.</p> <p>Present and Past events.</p> <p>Wording for appraisal resources: affect.</p> <p>Expressions for opinions and interaction.</p> |
| <p><i>Stories:</i></p> <p><i>Exemplum text.</i></p> | <p>The exemplum text: orientation, incident and interpretation.</p> <p>Register of the text.</p> <p>Kinds of feelings: judgement,</p> <p>Social esteem and social sanction</p> <p>Human Development: Respect and solidarity</p> <p>Moral Values.</p> <p>Esteem and Sanction.</p> <p>Lexis related to the text.</p> <p>Causal connections: because of, result in, appears to, becomes.</p> <p>Adjectives to express positive or negative judgements.</p> <p>Lexical devices about the topic.</p> <p>Formation of words: suffixes and prefix, root.</p> <p>Discover social issues.</p> <p>Esteem and sanction wording.</p>   |
| <p><i>Stories:</i></p> <p><i>Recount text.</i></p>  | <p>The stages of a recount text: orientation and record of events.</p> <p>Register of the text.</p> <p>Kinds of feeling:</p> <p>Appreciation, reaction composition and evaluation in a text.</p> <p>Citizens' competences</p> <p>Reaction and valuation</p> <p>Lexical items related to the recount.</p> <p>Past tense events.</p> <p>Sequential connectors.</p> <p>Suffix –ing for adjectives.</p> <p>Wording for positive and negative appreciation.</p> <p>Lexis related to the texts.</p> <p>Chronological sequence.</p> <p>Vocabulario about citasen.</p>   |

## 5.12. Syllabus Structure

The teaching points are arranged for this course in a Proportional syllabus combining two syllabus focuses: skill based and text-based in a long term syllabus design, from 6th grade to 11th grade. This structure shows a proportional progression from skills to texts over the six grades, regarding to the standards defined for English in this context.

Table 6 Proportional syllabus structure

| ENGLISH READING<br>BASIC STANDARDS  | LEARNING BASIC RIGHTS   | CONTENTS   |
|---|---|--|
| <b>6<sup>th</sup>- 7<sup>th</sup> grade</b><br><br>Understand written instructions for daily activities (linguistic-pragmatic)<br><br>Understand literacy text, academic text and general interest text written in a simple language (linguistic, pragmatic and sociocultural)<br><br>I can find out general and specific information of a short and simple text ( linguistic and pragmatic)<br><br>Understand the function of connectors such as and (addition), but (contrast), first, second (chronological order) in simple sentences. (linguistic, pragmatic)<br><br>Consider the importance of reading as an important habit of personal development.<br><br>Identify the correct meaning of words in the dictionary according to the context (linguistic, pragmatic) | <b>6<sup>th</sup> grade</b><br>Participates in a short conversation where he/she provides his/her name, age and basic information to teachers, friends and acquaintances<br>Requests and provides clarification on how names and unknown words are spelled.<br>Understands and uses familiar words and short phrases about routines, daily activities and preferences. For example, the student understands or can produce a text.<br>Understands instructions related to class, school, and community activities and expresses them in oral and written form to evidence his/her understanding.<br>Describes the basic characteristics of people, things, and places found in his/her school, city or community using short phrases and sentences.<br>Answers questions related to “what, who and when” after reading or listening to a short simple text whose topic is connected to familiar events. For example, whenever the student reads or listens to a text, he/she can answer questions.<br>Writes basic personal information in pre-established forms that request information such as name, age, date of birth, gender, nationality, address, phone, etc.<br>Understands the subject and general information of a short simple text using aids such as images, titles, and key words. For example, after reading a short text, the student shares ideas with his/her classmates on the topic.<br><br><b>7<sup>th</sup> Grade</b><br>Participates in short conversations providing information about him/ herself as well as about | <b>6<sup>th</sup>-7<sup>th</sup> grade</b><br>Instructions.<br>Main and specific information.<br>What? Who? Where?<br>And (addition)<br>But (Contrast)<br>First, Second.... (order)<br>Word meaning and context.<br>Main idea,<br>Specific information.<br>Cultural elements in a text.<br>Description.<br>Narrative<br>Plot- characters- setting. |

|   |   |   |
|---|---|---|
| <p>Apply reading strategies according to the purpose of the text. (pragmatic)</p> <p>Identify cultural elements such as costumes and celebrations in simple texts. (pragmatic, sociocultural)</p> <p>Identify the action, character and the setting of narrative texts (pragmatic)</p> <p><b>8th 9th. Grade</b></p> <p>Identify the Orientation, complication and resolution (pragmatic)</p> <p>Recognize the description purpose in short narrative texts (pragmatic)</p> <p>Identify arguments in an argument text about familiar topics (linguistic, pragmatic)</p> <p>Understand relations of addition, contrast, chronological order, cause and effect in simple texts. (linguistic and pragmatic)</p> <p>Identify the idea connections in a text. (linguistic, pragmatic)</p> <p>Identify relations of meaning of a familiar text (linguistic, pragmatic).</p> <p>Represent the information of a text that compare or contrast objects, animals and people in a graphic organizer (linguistic, pragmatic)</p> <p>Consider the importance of reading as an important activity for personal life.</p> | <p>familiar people, places and events using simple phrases and sentences previously memorized.</p> <p>Describes people, activities, events and personal experiences orally using simple phrases and sentences previously rehearsed with his/her classmates and teacher</p> <p>Writes short and simple texts about familiar actions, experiences, and plans using a sequence of images and a pre-established model for the text</p> <p>Understands the main idea and details related to activities, places, and people in a short descriptive text through familiar words and phrases.</p> <p>Recognizes specific information in written and oral texts related to objects, people, and actions when they are familiar to the student and the related information is presented slowly.</p> <p>Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context.</p> <p>Describes actions related to a subject in his/her family or school environment using simple sentences and images.</p> <p><b>8<sup>th</sup> Grade</b></p> <p>Requests and provides information about experiences and plans in a clear and brief manner using his/her own information or information about familiar situations. Likewise, the student uses familiar vocabulary and may ask for assistance from classmates and/or the teacher.</p> <p>Explains in written form different familiar situations and facts in a coherent and simple manner. The student can establish relationships of addition, sequence, and cause and effect as well as simple comparisons.</p> <p>Recognizes specific information in short oral and written texts on topics of general interest. The student uses different reading strategies such as: previewing (images, titles, subtitles, etc.), prediction, the underlining of key words and Spanish cognates, and the identification of the general idea of the text (skimming).</p> <p>Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays. In these conversations, the student may express opinions in a simple manner using previously studied models.</p> <p>Makes recommendations to people in his/her community about what to do, when and how, based on daily situations in his or her family life, school or local environment.</p> | <p><b>8<sup>th</sup>- 9<sup>th</sup></b></p> <p>Narrative</p> <p>Main and specific idea</p> <p>Narrative description</p> <p>Cause and effect</p> <p>Addition</p> <p>Contrast</p> <p>Order</p> <p>Cause and effect.</p> <p>Purpose of the text.</p> <p>Types of texts.</p> <p>Stages of the texts.</p> <p>Cultural elements in a text.</p> |
|---|---|---|

|  |   |  |
|--|---|--|
| <p>Understand implicit information of familiar and interesting texts (pragmatic)</p> <p>Identify the text structure of descriptive, narrative and argumentative texts (pragmatic)</p> <p>Identify cultural elements of simple texts. (sociocultural)</p> <p><b>10th- 11th. Grade.</b></p> <p>Identify key words in a text that allow to understand general meaning (linguistic, pragmatic)</p> <p>Identify the author's point of view (pragmatic)</p> <p>Express critical ideas about the author's point of view.</p> <p>Identify the value of other cultures that let me to construct my identity interpretation.</p> <p>Consider the importance of reading as a mean of acquire information of different areas that develop my knowledge.</p> <p>Apply a variety of reading strategies according to the text purpose (pragmatic)</p> <p>Analyze descriptive, narrative and argumentative texts with the purpose of understanding main and specific ideas.</p> <p>Deduce information from a text (pragmatic)</p> <p>In a text, identify the elements that allow me to appreciate the American culture (pragmatic, sociocultural).</p> | <p>Makes brief presentations on academic topics related to his/her school environment or community including in the presentation: relevant facts, specific details, and specific vocabulary pertinent to the topic.</p> <p>Prior to giving the presentation, the student prepares and receives advice from his/her classmates and/or teacher.</p> <p>Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner.</p> <p>Briefly narrates current facts, daily situations or personal experiences orally and in written form. To do so, the student considers the sequence of actions and the clarity of ideas and receives advice from classmates and/ or the teacher.</p> <p><b>9<sup>th</sup> Grade</b></p> <p>Explains the reasons behind plans and actions related to his/her personal, school and community environment. The student structures explanations appropriately, uses connectors between ideas, checks for spelling, and employs proper pronunciation to communicate ideas</p> <p>Recognizes cause and effect relationships in short written texts on academic topics. The student takes into account vocabulary, connectors, and prior knowledge when identifying the relationships.</p> <p>Summarizes information s/he has read or listened to on academic and school related topics through a structured written text.</p> <p>Makes short presentations on academic topics of interest using a clear structure and organization</p> <p>Expresses his/her opinion on an academic topic discussed in class by quoting information presented by his classmates, other people, or that comes from other sources.</p> <p>Exchanges information about academic and general interest topics in a conversation.</p> <p>Identifies the type, purpose, and parts of a short written or oral text and shares ideas from the text with classmates.</p> <p>Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest.</p> <p><b>10<sup>th</sup> Grade</b></p> <p>Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.</p> |  |
|--|---|--|

|  |  |  |
|--|--|--|
| <p>Understand a variety of informative texts from different sources.</p> | <p>Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretation</p> <p>Redacta textos narrativos, descriptivos y expositivos relacionados con temas de su interés o que le resultan familiares.</p> <p>Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her.</p> <p>Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced.</p> <p>Exchanges opinions on topics of personal, social or academic interest in a natural and coherent manner using familiar expressions.</p> <p>Holds spontaneous and simple conversations on topics of personal or academic interest.</p> <p>Responds to questions and inquiries after an oral presentation on general or academic topics of interest using information previously consulted and organized.</p> <p><b>11<sup>th</sup> Grade</b></p> <p>Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others using his/her knowledge about the structure of texts.</p> <p>Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation by defining the relationship between ideas to be explained and using appropriate language.</p> <p>Identifies opinions of the author in oral and written texts related to his/her school environment using prior knowledge related to the topic as well as the structure of the text.</p> <p>Writes opinion texts about academic topics using a clear and simple structure</p> <p>Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience.</p> <p>Expresses orally his/her point of view about a controversial subject previously studied through the selection or organization of information from reliable source and use of clear and structures ideas.</p> <p>Maintains previously prepared formal discussions about academic topics.</p> <p>Narrates personal experiences or familiar stories in oral or written form through the use of details related to situations, places, people, and actions</p> | <p><b>10<sup>th</sup>- 11<sup>th</sup> Grade</b></p> <p>Main and specific idea.</p> <p>Writer's point of view.</p> <p>Inferences</p> <p>Purpose of a text.</p> <p>Narrative,</p> <p>Description,</p> <p>Argumentative.</p> <p>Expository texts.</p> <p>Writer's opinión.</p> |
|--|--|--|

### 5.13. Unit of work

As I stated before, the text-based syllabus guides the reading course and the guiding principle is the text-type learners need to read with the purpose of developing their cognitive processes and achieve the course goals and objectives. The planning of the unit of work included the statements about six items in a grid used for my institution for the planning process which ensures the coherence of the unit connecting goals, standards, basic English learning rights, objective, content, and competences, resources, methodology and evaluation.

According to Feez (1998) after selecting the type of text to work on the unit, it is required to select a set of examples of that text type that allow learners to get familiarized with the genre features through a process of scaffolding. For his specific unit, the selected text type was the genre of stories and anecdote as specific text type. Thus, by the end of the unit learners should be able to identify the organizational structures and language features of the genre (anecdotes), to identify what kind of appraisal resources the writer employs to achieve the purpose of the text; and to recognize the value of diverse opinions to negotiate meanings. Two texts were selected to read during the unit: “Scary Night” (an anecdote by Huang Yipeng), and “3<sup>rd</sup> Floor Girls Restroom” (an anecdote by Mlah17). The sources of these texts were web sites where writers share scary or ghost stories, thus the texts are authentic materials.

According to the syllabus, the content for this unit regards to the linguistic features of the selected anecdotes. Thus, the topics are: stages of an anecdote text: orientation, remarkable events and reaction; register of the text, appraisal resources in the text (attitude: affect, appreciation), past tense, adjectives, lexis related to text, wording for appraisal resources, the summary, the graphic organizer, human

development topics (respect and solidarity). In this sense, students learn the necessary linguistic features and the semiotic discourse resources from these anecdote texts. On the other hand, the competences to be developed in relation with the objectives are respectively: communicative competence (knowledge and usage of language elements), pragmatic competence (discourse and language functions); and sociocultural competence (interaction and culture and appropriate language usage).

During this lesson, most of the resources are designed and prepared by the teacher. The materials facilitate the development of the activities designed in this unit. For example: photocopies with the selected text types to read: Scary Night (and anecdote by Huang YiPeng from <https://w.w.w.vtaide.com/png/scary4.htm>) and 3<sup>rd</sup> Floor Girls Restroom (an anecdote by Mlah17 from <http://www.yourghostories.com/real-ghost-story.php?story=23602>). The two stories show a personal experience and the writers express their feelings and emotions to achieve the purpose of this text type. Besides, students use a set of cards with pictures that represent stories regarding the importance of visual material to stimulate learning. Technology is also used in the class since the school has some resources to facilitate learning: power point presentation of the readings and instructional videos about the simple past tense, vocabulary activities (these activities are shared in the blog of the class). A sequencing worksheet about each story on which learners need to chronologically organize the events. Large sheets of art paper to write stages of the text and illustrations regarding the importance of representing ideas. Considering the importance of games to promote meaningful learning, students will play a game about the text types using envelopes with clues, and a block of notes; a poster for analysis of text types elements; a diagram to summarize the main elements and stages of the story (students visit a web page to create a diagram; a brochure with the story and activities

related to the structure and the elements). The materials are well chosen and designed with specific criteria of coherence and appropriateness for the students' age.

Regarding the methodology, the genre-based approach (GBA) guides the teaching practice of this unit. The main goal of this approach is to help learners to be familiarized with the genre providing them explicit knowledge about the stages of the text and purpose (Feez, 1998). Thus, the GBA curriculum cycle is integrated in the class ensuring language analysis, and joint individual construction of texts: Building the context, modelling and deconstructing the text, joint constructing of the text and independent construction of the text.

Considering the importance of sociocultural theory to promote learning, and the benefits of collaborative work, I will promote dialogue between teacher and students, and among students to facilitate comprehension and social interaction. The zone of proximal development will be enriched by all the mediational tool and scaffolding during the teaching and learning process.

Finally, I consider the importance of evaluation as a process that involves different forms of evaluation: self-assessment, assessment. Since the beginning of the lesson, students will know the aims to be accomplished on this unit. Permanently, I will observe and analyze students' performance throughout the whole lesson. The four skills will be developed during the activities. For the final work of the unit, students will write their own anecdote regarding a rubric for evaluation.

The unit of work will last 30- 36 hours (four hours weekly) of implementation due to the student low proficiency of the target language and the required scaffolding during the reading process of two texts.

Detailed information about the unit of work is presented in appendix 6



## **5.14. Lesson Plans**

A lesson is a type of organized social event that occurs in virtually all cultures. Lessons in different places may vary in topic, time, place, atmosphere, methodology and materials, but they all, essentially, are concerned with learning as their main objective, involve the participation of learners (s) and teachers(s), and are limited and pre-scheduled as regards time, place and membership. (Ur 1996, p. 213).

For the implementation of the proposal two lessons were planned focused on the general and specific objectives formulated for this lesson. Next, I will describe the planning process including the activities and procedure.

### **5.14.1. Lesson Plan No. 1. Text 1 Scary Night.**

The general objective for this lesson is to identify the structure and elements of anecdote texts. I formulated specific objectives: at the end of the lesson students will be able to be familiarized with anecdote texts, noticing how feelings arise from the events that occur in a story; apply a reading strategy targeting text structure, such as prediction and meaning from context; read and understand an anecdote paying attention to the overall structure and elements of it; identify the stages of an anecdote text, following this order: orientation, remarkable events and reaction; analyze deeply an anecdote text, identifying the appraisal resources (attitude); practice writing skill understanding the structure of an anecdote, expressing emotions and integrating linguistic features; and write an anecdote following the stages of this genre and sharing an emotional reaction. Thus, the semantic and linguistic knowledge that will be developed in this class regard to the structure and the elements of an anecdote; appraisal resources in a text: attitude (affect, appreciation); reading strategies targeting text structure (predict text structure, meaning from the context, use of graphic organizers and visual resources; past tense

verb functions; adjectives to express appreciation and affect, conjunction(when), connectors (First, next, then, soon, finally) and the wording of the text.

Taking into account the planning of the unit of work, students need to develop meaningful activities during the GBA curriculum cycle that allow them to achieve the objective of each class stage.

Now, I do a brief description of the activities of the class stages that allow learners recognize the genre and comprehend the text type. First, during the warm up and introduction of the topic students will mimic some ideas: students have to perform different situations in front of the class and their classmates have to guess the situation expressing a sentence describing the feeling. Thus, mimic may help the students to understand and activate previous knowledge and decrease anxiety to understand and motivate themselves for class participation.

Then, during the building up the subject matter knowledge, I try to engage the students in a listening task that allows them to be closer to the topic of the lesson. This activity allows them to recognize a list of sound verbs establishing connection between the sound and the word meaning. Then, they also have to listen a story in sound with a mood of mystery and aliens that allow them to make prediction about it, express their thoughts and feelings about aliens' stories. The use of technology in the class is also evident.

Next, during the deconstruction class stage, the text type "Scary night" is presented, displayed on the board and the students are encouraged to make prediction about the text title. The students are scaffolded to identify the text title and the register of the text. Then, I model the reading of the text clause by clause and ask them to read each clause aloud, and I also help them with the pronunciation and vocabulary and

students' comprehension. They are encouraged to participate in the class asking questions about each text clause meaning, with a lot of scaffolding, eliciting ideas and vocabulary. Thus, linguistic and semantic features will be taught simultaneously during the reading of each text clause (past tense, text structure and appraisal resources). In addition, students need to do different activities related to texts (DART), such as graphic organizer, summary, chronological order or sequencing completion and matching, labelling. Activities are guided or free ones to work through work group or in pairs promoting interaction in the class.

Then, during the joint construction class stage, the students have the opportunity to experience a modeling of text writing being guided through a collaboratively writing process (planning, drafting, editing and final draft). I ask the students to imagine the mystery situation that could happen in an old house from a picture which shows a mystery scene (the sky is dark and it seems to be empty). Students are engaged through mind map to generate ideas following the anecdote text stages, working in groups and then writing on the board with the collaboration of the whole group. Students are encouraged to use semantic and linguistic features in their writing and they also collaborate in the edition of the text.

Finally, in the independent construction of the text, students have to analyze the anecdote identifying the stages and the appraisal resources they used in the written text during the joint construction.

For more details of this lesson plan, see appendix 7

#### **5.14.2. Lesson plan No. 2. Text 2. 3<sup>rd</sup> Floor Girls' Restroom**

The general objective for this lesson is to write a short story, in at least three paragraphs about a personal experience following the features of an anecdote text. I

formulated specific objectives: at the end of the lesson students will be able to be familiarized with anecdote texts, noticing how illustrations show a sequence of events that occur in a story; apply a reading strategy targeting text structure, such as prediction and meaning from context; read and understand an anecdote paying attention to the overall structure and elements of it; identify the stages of an anecdote text, following this order: orientation, remarkable event, and reaction; analyze deeply an anecdote text, identifying the appraisal resources (attitude); practice writing skill understanding the structure of an anecdote, expressing emotions and integrating linguistic features; write an anecdote following the stages of this genre and sharing an emotional reaction. With regard to recognize the structure and elements of text type students read a new anecdote and learn new semantic and linguistic knowledge during the reading process: past tense verb functions, adjectives to express appreciation and affect, conjunctions (when and since), prefix (un-) and suffix (-ly), past tense (regular- irregular verbs).

Otherwise, the GBA curriculum cycle for the planning of the second lesson promotes meaningful learning through a meaningful activity that will allow students to achieve the objective of each class stage.

Next, during the deconstruction class stage, I present the new anecdote for reading “3<sup>rd</sup> Floor Girls Restroom” which is displayed on the digital board to promote engagement through the use of technology. Students are encouraged to do prediction from the text title and identify the register of the text. With regard to develop the GBA teaching methodology, students listen modelling of reading aloud and then read clause by clause, asking comprehension questions all time.

Now, I will explain the activities of the class stages that allow learners practice the recognition of the genre and comprehend this text type (anecdotes). First, during the warm up and introduction of the topic students need to organize cards with pictures that

represent events of a story and share the sequence working in pairs. Thus, previous knowledge is activated and through mediational tools (picture cards) I stimulate learning and I also promote interaction in the class.

Then, during the class stage of building up subject matter knowledge, students will be familiarized with the topic of the lesson watching some slides of power point presentation with scaring pictures with mystery sounds to make prediction and express thoughts and feelings. Again, technology appears as a mediational resource for learning, regarding 8th graders' visual learning styles. I scaffold the activity through comprehension question and interaction. I provide help to the students with the word meanings from context and I also encourage class participation. During this stage, I elaborate with the student the purpose of each stage of the text and I focus on the meaning of each text clause. I teach linguistic and semantic features as soon as they appear in the text: simple past tense, adjectives, suffixes and prefixes, expressions from the wording of the text. I continue focusing on the text structure and reading aloud and questioning and scaffolding for interaction to ensure learning. At this point, students need to develop different activities related to text to facilitate reading comprehension: summary; matching (simple past verb forms); labeling, sequencing; completing information; diagram information; playing a game; make a chart or poster; coloring text identifying appraisal resources; illustration of text stages; poster presentations.

Next, during the joint construction, I will model anecdote text writing through a guiding process where students have to organize a set of flash cards with scenes of the anecdote and through a mind map to generate ideas in groups could participate in the text writing. Students need to collaborate on the writing, using the previous stages of the text and applying the linguistic features practiced during this lesson.

Finally, for the class stage of independent construction, students need to write their personal anecdote, expressing their emotions and remarkable events following the stages of this genre (orientation, remarkable events and reaction). The text will be graded according to a rubric to help the students to apply specific items for the text (grammar usage (past tense), coherence, cohesion, genre features and spelling).

For more details of this lesson and the rubric for evaluation see appendix 8

## 6. PILOTING

*“Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance only by influencing what student does to learn” (Herbert A. Simons)*

In the previous chapter I presented the design of the course as a proposal to achieve the goals and objectives of this research describing the pedagogical policies and elements that guide the reading course based on the implementation of the GBA and appraisal theory. Now, in this chapter, I will deal with the results of the piloting of the proposal based on the analysis of the transcriptions of the class interaction and activities held by students and teacher.

### 6.1. Emergent categories

In this action research, I considered meaningful implications from the teaching process and students' activities accomplished during thirty four hours of piloting of two lessons plans which included the analysis of two texts (anecdote). I analyzed the data focused on the question research about the effectiveness of using the proposed genre-based approach activities in developing reading comprehension of eighth graders from IETECI of Palmar de Varela. I transcribed meaningful parts of the lesson plans to describe the process and reflect about it. I followed the typically analysis strategy of action research: Coding. In this sense, I sought on four interaction categories

(Motivation, Interaction, Methodology, Resources) which allowed me to describe the students' performance during the lessons, and then I categorized the data into subcategories ( to manage the interpretation more easily making connections among them). So, for the analysis I used “open coding”, “axial coding” and “selective coding” (Ary et al., 2010, p. 532). The following table shows the interaction categorization. I will explain each category providing examples from the source (transcripts) and making reflections about the experience.

Table 7 Emergent categories from the piloting

| INTERACTION CATEGORIES |                              | INTERACTION PATTERNS                           |
|------------------------|------------------------------|--|
| MOTIVATION             | Participation                | Ask for participation                          |
|                        | Accomplishment of activities | Elaboration of tasks.                          |
|                        | Student reading engagement   | Attention                                      |
| INTERACTION            | Instruction                  | Organizing the activity                        |
|                        |                              | Reading text clauses                           |
|                        |                              | Guiding comprehension                          |
|                        |                              | Explicit explanation                           |
|                        |                              | Guiding prediction                             |
|                        |                              | Checking understanding                         |
|                        |                              | Control of students' attention                 |
|                        |                              | Describing                                     |
|                        | Question                     | Ask for information                            |
|                        |                              | Ask to give reasons                            |
|                        |                              | Question to identify word meaning from context |
|                        |                              | Question to identify synonym.                  |
|                        |                              | Question to identify antonym.                  |
|                        |                              | Question to check understanding.               |
|                        |                              | Question to identify past tense.               |

|             |                      |   |
|-------------|----------------------|---|
|             | Scaffolding          | Modelling                               |
|             |                      | Use of images                           |
|             |                      | Prior knowledge                         |
|             |                      | Use of organizer                        |
|             |                      | Drawing to represent ideas              |
|             |                      | IRE ( Initiation, Response, evaluation) |
|             |                      | Gives an example                        |
|             |                      | Correct pronunciation                   |
|             |                      | Defining a word meaning                 |
|             |                      | Repetition                              |
|             |                      | Giving a word in English                |
|             |                      | Mimic                                   |
|             |                      | Ask for completing a sentence           |
|             |                      |   |
| METHODOLOGY | GBA curriculum cycle | Building up the context.                |
|             |                      | Deconstruction of the text              |
|             |                      | Joint construction of the text          |
|             |                      | Independence construction               |
|             | Evaluation           | Positive evaluation                     |
|             |                      | Asking for completing a sentence        |
|             |                      | Response with gestures                  |
|             |                      | Review                                  |
|             |                      | Reading aloud                           |
|             |                      | Describing                              |
|             |                      | Circle words in the text                |
|             |                      | Underline a sentence in the text        |
|             |                      | Correcting writing                      |
|             |                      | Summarizing                             |
|             |                      | Checking exercising                     |
|             |                      | Writing a text                          |
|             |                      | Student progress                        |
|             | Collaborative work   | Working in group                        |
|             |                      | Working in pairs                        |
| RESOURCES   | Language usage       | Use of English and use of Spanish       |
|             |                      |   |



|  |                  |   |
|--|------------------|---|
|  | Variety of tools | Text, flash cards, posters, videos, audios, technological resources, games, organizers. |
|  | Material design  | Appropriateness of the material   |

## 6.2 Motivation

With regard to the need analysis for this research, about students' demotivation to read in English, I considered important to seek on an effective strategy to change students' negative feeling toward EFL reading. That is the way this research attempted to explore how the GBA to reading help students engaging in the reading process; and to analyze the impact of using the GBA activities in developing eighth graders' attitudes/ interest toward reading. As it was stated before in this document, students' engagement with reading activities is vital during the reading training because cognitive and affective factors influence the learning process (Bransford, 1999; Illeris 2009; Mitchell & Myles 2013; Moffet, 2013). Thus, it seems obvious that motivation is very important to learn. In this sense, during the piloting, I found out significantly student engagement for EFL reading: student participation increased through all the activities of the reading course working with the whole class and groups.

For example, during a warm up class stage for text one "Scary night", the students could be familiarized with some vocabulary and feelings which arise from the events of an anecdote. Most of the students became engaged in the activity. They were able to understand the instructions for the activity and could mimic the situations that I asked them to do. Some of them could write simple sentences in English describing the four situations: ("you are nervous", "you are a witch", "you are a monster", "and you are a ghost"). English was used most of the time for the interaction; the students used a little bit some words in English to answer the questions. I also used gestures and

repetitions of sentences to elicit answers and I tried to motivate the students to participate and talk in English. Anyway, sometimes I could not elicit students' answers easily and I switched to Spanish for some explanations. The following excerpt of the warm up for text one show the categories of participation.

Table 8 Participation

| Time                  | Turn | Actor | Discourse  | Category  | Comment  |
|-----------------------|------|-------|--|---|--|
| Video Warm up (04:49) | 9    | T     | Again. Pay attention to me. There are one, two, three, four cards. A volunteer from this group is going to take a card and also from this group. You are going to take a card. And you have to mimic the action. A volunteer from this. ¿No? ¿Moisés? A volunteer from here. A volunteer. From that group, Moises? | Instruction<br><br><b>Ask for participation</b>     |  |
|                       |      |       | Students repeat one, two, three, and four. Students talks...   |   |  |
|                       | 10   | S     | Para dramatizar, seño?   |   | Student asks for clarification using their language. |
|                       |      |       | Students comments in Spanish... para dramatizar....  |   |  |
|                       | 11   | T     | Yes. To mimic. Well. Warit is going.   | <b>Motivation</b>                                   |  |
|                       |      |       | Teacher and students clap. Teacher shows the cards to the students.  |   |  |
|                       | 12   | T     | First Moises. To mimic   |   |  |
|                       | 13   | Ss    | Leon. Planeta, Simio   | <b>Engagement</b>                                   | Students have fun with the activity                  |
|                       |      |       | Warit mimics.  |   |  |
|                       |      |       | Students laugh and comment   |   |  |
|                       | 14   | T     | You have to write a sentence. From here. You are a   | Instruction Question                                |  |
|                       | 15   | S     | A monster  |   | Students' participation                              |
|                       |      |       | A Student writes You are a monster.  |   |  |
|                       | 16   | T     | Warit or Moises were good!   | Positive evaluation<br><b>Ask for participation</b> |  |
|                       |      |       | A volunteer from here. Jesus. And from here. William? Jesus.   |   |  |
|                       |      |       | Students laugh.  |   |  |

|  |    |    |  |                               |  |
|--|----|----|--|-------------------------------|--|
|  | 17 | Ss | Enfermo. Nervioso. Enfermo, nervioso. Señor nervioso.                                    |                               | Students participate, use Spanish for their answer |
|  | 18 | T  | Try to speak in English, please. How do you say? How do you write? Do you want to write? | <b>Motivation</b><br>Question | I encourage them to use English in class.          |
|  | 19 | S  | Señor Yo.  |                               | Students begin to ask for participation            |

During this first moment of the class I noticed most of the students motivated for the lesson. Only a few ones looked like uncomfortable with the new methodology since they were not paying attention or talking during the activity and also some of them could not participate. But, as the lesson developed and the GBA activities were presented, all the students became engaged and I also could see how their feelings of anxiety to participate in the class decreased. Certainly, I encouraged the students all the time, providing the necessary support to deal with the text they were reading. They finally could read a paragraph more confidently. In the following excerpt students had been reading text one and had developed some activities which helped them to become engaged to reading.

Table 9 Student reading engagement

| Time | Turn | Actor | Discourse  | Categories  | Comments   |
|------|------|-------|--|---|--|
| 1:00 | 1    | T     | I greet the students. For today everybody has the photocopy on your English notebook. Please, look at the text on your English notebook. Remember that we are reading the text. What is the title of the text? What is the title of the story? Ana Karina? What is the title?  | Instruction<br>(organizing the activity)<br><br>Review the text<br><br>Initiation | Students pay attention to the questions                      |
|      | 2    | S     | A scary night<br><br>Scary night   | Response  | They pronounce very good                                     |
|      | 3    | T     | A scary night. Who wants to read the first paragraph to remember what happened in the first paragraph? Who wants to read? Who wants to read today? William? William, you have to read the first paragraph aloud for everybody to remember the story that we are reading.   | Evaluation<br><br><b>Motivation to read aloud</b>                                 | Students are asked to read a paragraph                       |
|      | 4    | S     | It was a dark and stormy night. It was about to go to bed when I heard a tapping sound on my window. Who's there? I shouted. Suddenly, there was a flash of lightening. I saw a face at the window. It look like and alien that I had seen on the television show The X files<br>Listen, please.   | <b>Student reading</b><br><br><br><br><br>Control                                 | Student participation<br><br>Student reads more confidently. |
|      | 5    | T     | Ok. Very good. That's was the first part of the reading. As you see in the text. In the last class we studied that there were some actions that happen in the past. Two actions happened in the past in this text Do you remember?<br><br>Here. This is the present and here. What happened here? What happened here in the text? In the story?<br><br>I write the date line on the board. | Summary<br><br>Question to identify past verb form                                | I try to review last class                                   |
|      | 6    | S     | I was go to bed<br>Bed ....bedroom   |   | Student participation  |
|      | 7    | T     | He went to bed. The character, the person went to bed. So, go to bed here and then, What happened? What happened here? What happened? Look at the text   | Explanation about past events in the text<br><br>Question to identify past event  | Students look at for information in the text                 |
|      | 8    | S     | I heard a tapping sound on my window.  | Response  | Student participation  |

Furthermore, students could accomplish most of the activities planned for these lessons. They could accomplish meaningful activities related to texts that allowed them to demonstrate their understanding of the texts working collaboratively, in pairs and alone after receiving a lot of support for them. For example, during the session of September 14<sup>th</sup> (after 12 hours of piloting), I focused on the sequence of events of the second stage of the anecdote (adverbs of sequence: first, then, soon and finally). Students could notice how the writer presents the events in a chronological way. I also could reinforce the past tense verb forms used in this part of the text, regular and irregular form. For this part, I tried to elicit from the students all the actions that covered the remarkable events stage, to engage the students in a dialogue to follow the sequence of those events and I also pointed on the past actions and to ask the students to follow the reading, look at the text and ask some questions to guide them to understand what happened. I noticed the hard difficulties of the learners to express their ideas in English, but they did in Spanish. Thus, I could notice their understanding of the events.

Besides, during the practice exercise for past events and sequence, I noticed the students were engaged in the activity of completion and matching of past verb forms. Nevertheless, they needed more practice to learn the past verb forms. They could identify the function of the past tense in the text and could identify the sentences which contained those forms. Students started to summarize (using Spanish and then translating into English) the actions that occurred in the story using the adverbs for sequence working in pairs. By, October 24<sup>th</sup> (after thirty hours of piloting), students had worked similar activities with text 2, “3<sup>rd</sup> Floor Girl Restroom, and were prepared to write their own anecdote. One of the most meaningful tasks, according to students was the joint construction activities which allowed them to become empowered to write their own anecdote.

On the other hand, Interaction is the next category that revealed the effectiveness of the GBA to reading in the eight- graders.

### **6.3. Interaction.**

Additionally, the analysis of the category of Interaction allows us to observe how students responded to the reading process throughout the class conversation and proposed activities. That is why I gave instructions to students and helped them to building up the subject matter knowledge. I also explained, asked questions, and controlled students' attention. Teachers are responsible to promote interaction and develop instruction providing the necessary support to learners through scaffolding (an instructional strategy) until they were able to work independently (Feez, 1998). Thus, during the piloting my students received scaffolding by explicit knowledge and guidance to accomplish their tasks from collaborative to independent work. Thus, I observed meaningful progress of students with learning difficulties and the achievement of this group of students exceeded my expectations. Definitely, there was evident an increase of teacher-learner interactions through a variety of strategies to support the reading and writing process.

For example, in order to be closer to the topic of the class, I worked a listening task for building the context stage. First, the students were familiarized with a list of verb describing sounds. I checked students' understanding and the pronunciation of that list. I noticed a lot of difficulties to identify some verbs, so I tried to mime and help them making the sounds and also to repeat some actions to elicit the verbs. The students became engaged with the sound story. They felt a little surprised by the sounds and could identify most of the verbs. Besides, some students could pronounce the verbs correctly. Students also could say what they heard using the structure "I heard someone crying" "I didn't hear someone whistling" "I heard a dog barking". Some students could

participate in the class using that structure and using the verbs describing sound. I think this listening task helped the students to get involved in a scary situation.

The following excerpt from the lesson plan transcription allows us to observe the interaction held by students and teacher during the lesson stage of Building the context when reading text 1 “Scary night”

Table 10. Interaction

| Time | Turn | Actor | Discourse   | Category  | Commentary  |
|------|------|-------|---|---|---|
| 2:00 | 1    | T     | You are going to listen again the story in sound. And you are going to identify what you heard. So you have to say I heard someone or I heard a dog, or I heard a sound you heard. What you heard. The sounds that we heard the last class. So You are going to review the vocabulary. Listen. Only listen<br><br>Students listen.<br>Sounds from the audio (4 min) | Instruction (organizing the activity)<br><br>Ask for listening an audio | Vocabulary review (verbs expressing sounds)<br><br>Students pay attention |
|      | 2    | S     | Very good!  |   | Students enjoyed the activity   |
|      | 3    | T     | So. Did you like it?<br>Students whistle  |   |   |
|      | 4    | T     | So that's was the story in sound. Let's check the list and review. Review and. What are these sounds did you hear? (mimic of hear). What did you listen? What did you listen? For example, Christian, what of these sounds did you listen? What of these sound did you listen? Do you remember?   | Instruction (about the activity)<br><br>Initiation                      |   |
|      | 5    | S     | Bark  | Response  | Student mimics  |
|      | 6    | T     | You have to say the complete sentence. Brayan, I heard someone or a dog) barking. Do you remember you have to use the -ing at the end of the word? If a person, I heard someone, no I heard a dog. It was a dog barking. Another one  | Evaluation<br><br>Initiation  | Questioning   |
|      | 7    | S     | I heard someone shouting.   | Response  | Students answering  |
|      | 8    | T     | Yes, I heard someone shouting   | Evaluation  |   |
|      | 9    | S     | I heard someone playing   |   | Students answering  |
|      | 10   | T     | I heard someone   | Ask to complete a sentence  |   |
|      | 11   | S     | Scream  |   |   |
|      | 12   | T     | Screaming. I heard someone screaming  | Negative evaluation   | correcting  |
|      | 13   | S     | Yo Señor.   |   |   |

|  |    |   |  |   |                                    |
|--|----|---|--|---|------------------------------------|
|  |    |   |  |   | Students ask for participation.    |
|  |    |   | Seño yo.   |   |                                    |
|  |    |   | Seño Yo  |   |                                    |
|  | 14 | T | I heard  | Ask to complete a sentence                          |                                    |
|  | 15 | S | I heard someone opening the door   |   | Students use the correct structure |
|  | 16 | T | You have to participate, please. I heard someone.  | Ask for participation<br>Ask to complete a sentence |                                    |
|  | 17 | S | Shouting   |   |                                    |
|  | 18 | T | I heard someone walking  | Give an example                                     | Teacher's support                  |
|  |    |   | I mimic walking.   |   |                                    |
|  | 19 | S | I heard someone walking  |   |                                    |
|  | 20 | T | Whistling. Jose, Mimic. Saying something like a strange person   | Question (to identify an action)                    |                                    |
|  | 21 | S | Student whistles   |   |                                    |
|  | 22 | T | I heard someone running. And also I heard someone knocking. And someone what?  | Give an example<br><br>Modeling (the activity)      | I provide support to students      |
|  |    |   | I mimic running, knocking and falling  |   |                                    |
|  | 23 | S | Running<br>Knocking<br>Falling   | Answer  | Students participate               |
|  | 24 | T | I heard the wind blowing. And also I heard the sound of the rain, stormy sounds.<br>What kind of story was it?<br>What kind? It was a funny, a happy or scary story? | Scaffolding   | I provide support to students      |
|  | 25 | S | A scary story  |   | Students participate               |
|  |    |   | Scary  |   |                                    |
|  | 26 | T | It was something that you are what? Happy or nervous?  | Question (to identify a feeling)                    | I provide help to students         |
|  | 27 | S | Nervous  |   | Students participate               |



|  |    |   |   |   |                                      |
|--|----|---|---|---|--------------------------------------|
|  | 28 | T | <p>A little nervous. Because the strange sounds.</p> <p>So we have reviewed all the verbs describing sounds.</p> <p>And now you have in your photocopy the text. Let's check the text, please.</p> <p>What is the title of the text we are reading? What is the title?</p> <p>The text is displayed on the board.</p>   | <p>Positive evaluation</p> <p>Instruction (about the activity)</p> <p>Review (about the text title)</p> | Use of technology.                   |
|  | 29 | S | <p>Scary night</p> <p>Scary night</p> <p>Scary night</p>  | Answer  | Students participate                 |
|  | 30 | T | A scary night, A scary night. And you say that; scary is when you are happy, or you are nervous?  | <p>Question (to identify a feeling)</p> <p>Scaffolding</p>  | I helped the students.               |
|  | 31 | S | Nervous   |   | Student participate                  |
|  | 32 | T | It's when you are nervous. Something when you are nervous. Scary is for the night. It is not a happy night. It's a scary night. So the text. I would like to read again the first paragraph. Please Can you read the first paragraph? Who wants to read? Brayan? Can you read the first paragraph? A scary night. The first paragraph Brayan, Please. Yes the first paragraph | <p>Summary</p> <p>Motivation (to read aloud)</p> <p>Ask for participation</p>                           |                                      |
|  | 33 | S | <p>Brayan stands up and reads</p> <p>Teachers turns on the lights</p> <p>Students whistle</p> <p>Student reads better. Teacher corrects the pronunciation of the word lightning.</p>  | Correct pronunciation   | Students participate                 |
|  | 34 | T | <p>The X files. Yes.</p> <p>Here, who can read? The first paragraph? Jose?</p>  | <p>Motivation (to read aloud)</p> <p>Ask for participation</p>  | Students are encouraged all the time |

In addition to what has been said, through interaction students had opportunity for negotiation of meaning and feedback in the case that difficulties appeared. In fact, during negotiation of meaning the actors in a discourse structure relationship, take turns and become engaged in the class conversation. I could also observe a decrease of level

of anxiety when reading aloud and performing activities. Students felt more confident to read and participate. Thus, the GBA pedagogy allows the learners to be supported about the pronunciation and interpretation of each text clause.

#### **6.4. Methodology**

The Australian genre –based approach (Martin & Rose, 2012) was implemented into the classroom through the curriculum cycle which allowed me to guide the learners to become independent using the target language in their own anecdote, providing explicit knowledge about genre purpose and structure, and linguistic and semantic features from the text. According to students' performance I could observe that learning about genre through a reading process of two anecdotes was really meaningful for eighth- grade students. In this sense, from the analysis of the category of Methodology I consider important the following results:

- ✓ Awareness about language and text and teaching process. GBA pedagogy allowed me to deconstruct a text and plan an effective lesson.
- ✓ Meaningful vocabulary acquisition through the reading process and through the analysis of the writer language.
- ✓ Significantly exposure to English language during the class and teacher encouragement for using the English language in class.
- ✓ Higher students gains on collaborative work to deal the reading and writing activities.
- ✓ The student leadership was encouraged and values of respect and tolerance were promoted. I could see how student work together to solve the activities during the process.

For example, during the session of August 24<sup>th</sup>, we continued building the context for the reading. Students could listen again the sound story and make some

prediction about the context of that story according to the sounds. I could familiarize them with the topic of aliens and UFOs. I tried to elicit some feelings and thoughts about aliens. Some students could participate drawing some pictures of aliens and UFOs on the board. English language was used to deal most of the explanations and questions. I noticed the students' difficulty to understand the questions. Therefore, it was necessary a hard process of elicitation for getting correct answers. Spanish was needed for some interactions. I could elicit some important ideas from the students for the reading. Some students expressed their motivation for the topic of aliens. I also could reinforce the previous vocabulary and structure through a practice exercise where some students became engaged.

Table 11 Building up subject Matter knowledge Text 1 Scary night

| Time           | Turn | Actor | Discourse  | Category   | Comments                                      |
|----------------|------|-------|--|--|---|
| Soun<br>dstory | 59   | T     | What happened? What do you think that happen in the sound story? What happened? What did you hear? Answer in English using the structure: I heard...<br>Moises... I heard                | Question<br>Motivation( to speak)<br>Scaffolding |   |
|                | 60   | S     | I heard someone blowing  |  |   |
|                | 61   | T     | Someone blowing'...maybe I heard the wind blowing<br>I write on the board the word wind  |  |   |
|                | 62   | S     | I heard the wind blowing.  |  |   |
|                | 63   | T     | What happened? What kind of story. Is it a what? Is it a happy story? Or maybe? How did you feel? Were you happy? It was a mystery story or a happy story?<br><br>Students don't answer. | Question<br>Scaffolding<br><br>Initiation        | Students need help to understand the question |

|  |    |   |   |   |  |
|--|----|---|---|---|--|
|  |    |   | What was the sounds about?  |   |  |
|  | 64 | S | A dog barking   | Response  |  |
|  | 65 | T | Yes, A dog barking. What was the sound? It was an airplane? What transportation as it? An airplane? a car? Was it a car? A taxi? A truck? What transportation was it?                           | Positive evaluation.<br>Question<br><br>Scaffolding |  |
|  |    |   | I write the word transportation on the board<br><br>Listen to the sound again- (students listen only the sound of the transportation from the audio). What was the transportation of the story? |   |  |
|  | 66 | S | Ambulancia<br>Bomberos, ambulancia  | Answer  |  |
|  | 67 | T | What sound was it? What transportation was it? Was an ambulance? An ambulance? Pay attention. Listen to the sound again. Was it an ambulance? Really?   | Scaffolding   |  |
|  |    |   | Students listen again the sound.  |   |  |
|  | 68 | S | Una nave especial   | Answer  |  |
|  | 70 | T | ¿Como se dice nave especial en ingles?  | Question<br>Use of Spanish                          |  |
|  | 71 | S | Omnis   |   |  |
|  | 73 | T | Nave espacial. Le dicen también omnis. ¿Cómo se dice en inglés. ¿Alguien sabe?  | Use of Spanish<br><br>Scaffolding                   | I give them the Word in English, they guess the meaning. |
|  |    |   | Students don't answer. Students comment   |   |  |
|  |    |   | Well les dicen UFO ¿Qué significa? Las letras que significan?   |   |  |

|  |    |   |  |  |  |
|--|----|---|--|--|--|
|  |    |   | I write UFO on the board?  |  |  |
|  | 74 | S | Objeto desconocido   |  |  |
|  | 75 | T | Decimos en inglés unknown flying object. Objeto volador no identificado.<br><br>I write each word on the board.  | Defining a word meaning.<br><br>Use of Spanish.            | Students guess the word meaning  |
|  | 76 | S | Omnis. Objeto desconocido.   |  |  |
|  | 77 | T | In this class we are going to read a story about omnis. Did you read about omnis? ¿Han leído sobre objetos voladores? Que sabes de los objetos voladores. ¿Moisés has leído? | Question<br>Asking for participation                       | I explore student's previous knowledge about UFOs                                |
|  | 78 | S | ¿Si he leído? Y Películas.   |  |  |
|  | 79 | T | Cesar, Jesús, pay atención...Listen. Moisés ha leído de objetos voladores. Listen. Jesús, ¿no sabes nada? ¿Has visto alguno? ¿Cómo son? ¿Quién puede dibujar uno?            | Asking for participation                                   |  |
|  | 80 | S | Extraterrestre<br><br>A student draws an alien   |  | Students show their previous knowledge about UFOs through drawings on the board. |
|  | 81 | T | Look at. ¿Cómo se dice en ingles extraterrestre? ¿Cómo se dice? Write please.  | Asking for participation                                   |  |
|  | 82 | S | Extraterrestre   |  |  |
|  | 83 | T | Aliens. Son aliens?  | Asking for participation<br>Question (to represent a word) | Students show their previous knowledge about                                     |
|  | 84 | S | ¿Quién dibuja una nave espacial? An UFO?<br><br>Aliens   |  |  |

|  |    |   |  |                      |                          |
|--|----|---|--|----------------------|--------------------------|
|  |    |   | Student writes aliens and draws an UFO<br><br>Students laugh about the drawings. |                      | aliens through drawings. |
|  | 85 | T | Yes. Listen the sound. It was an UFO. Listen the sounds of aliens.               | Positive evaluation. |                          |

Next, I went to the Deconstruction of text. I presented the anecdote text “A scary Night” which was displayed on the board and students focused on a prediction process from the title. I noticed that for the students, prediction was a new reading strategy and it was so hard to elicit answers through the questions since I had to repeat and used different ways to connect the students with the situation. Sometimes, I used Spanish, to check students’ comprehension, but finally they could identify what kind of story they were going to read. Most of the students made some comments in Spanish about the title. The students could listen to me during the whole reading. I read aloud two times to focusing on pronunciation and I noticed their hard difficulties in pronunciation during the reading. Some of them, at the beginning of the process were also afraid to read aloud because of their lack of confidence to read in English. Anyway, some of them tried to read aloud the text clauses when they received my support. Reading aloud was not a usual activity in the class. Thus, I tried to encourage them as much as I could do reading slowly. Most of the students had opportunity for reading aloud.

Table 12 Deconstruction GBA Stage. Text 1 Scary night.

| Time  | Turn | Actor | Discourse   | Categories                    | Comments                                    |
|-------|------|-------|---|-------------------------------|---|
| Title | 15   | T     | Why? What do you think? Por qué piensas que no es Buena noche. What happened? What do you think? Imagine. Imagine. What happened? What happened in a scary night? | Scaffolding<br><br>Initiation | I ask for reasons to support their answers. |

|  |    |    |   |  |   |
|--|----|----|---|--|---|
|  | 16 | S  | Rainy   | Response   | Students give a reason for their answer. Students only say a word.      |
|  | 17 | T  | Very good. It's rainy   | Evaluation   |   |
|  | 18 | Ss | It's rainy  |  |   |
|  | 19 | T  | Maybe rainy or maybe. It's a scary night. What do you think? A scary night. Sulainys, what do you think? In a scary night. What do you think? What do you imagine? Happen in a scary night? | Scaffolding.<br><br>Initiation   | I promote class interaction by asking question to a particular student. |
|  | 20 | S  | Something bad   | Response   |   |
|  | 21 | T  | Something bad. Something bad. Maybe. ¿Qué te imaginas tú? Camila. What do you think? In a scary night. What happens?<br><br>Student doesn't speak aloud. No answer                          | Evaluation (Repetition)<br><br>Initiation                                    | Students are not confident about their answer                           |
|  | 22 | T  | Ah? No te escucho. Habla duro.  |  |   |
|  | 23 | S  | Una mala noche.   | Response   | Student know the reason and they say it in their language.              |
|  | 24 | T  | ¿A qué le llamas una mala noche?  | Initiation<br>Use of Spanish<br>Question (to identify an expression meaning) | I promote interaction trying to identify an expression meaning.         |
|  | 25 | S  | Fantasma.<br><br>Se aparece alguien   | Response   |   |
|  | 26 | T  | ¿Se aparece alguien?  | Evaluation (Question)  |   |
|  | 27 | S  | Robbers   |  |   |
|  | 28 | T  | Robbers   | Evaluation (repetition)  | Students give reasons for their answer                                  |
|  | 29 | S  | Accident  |  |   |

Continuing with the deconstruction of the text stage (August 29<sup>th</sup>), I focused on the reading of each clause to guide the students' comprehension. I could reinforce previous vocabulary of the lesson and focused on the context of the story. I felt students

could understand me better while I was talking to them in English. Some students could participate better answering with words or short sentences in English or speaking in Spanish. In this session I focused on the Orientation stage of the anecdote text. I could elicit from the students that the text was a personal experience. I made them notice the use of the pronoun “I”. They could answer some questions about the first paragraph of the text, by focusing on each clause. I did a hard process for elicitation of answers and trying to encourage the students to use the English language. Students noticed that this reading methodology requires more effort and attention. Anyway, during this session I felt more comfortable with the process since I noticed the ability of some of my students to become engaged in the reading. Then some exercises for practicing adjectives describing things were done (“It was a dark and stormy night”). I could introduce the notion of the past tense focusing on the situation of the orientation.

Table 13 Deconstruction of the text-Teaching past tense through the text

| Time  | Turn | Actor | Discourse   | Categories   | Comments |
|-------|------|-------|---|--|----------|
| 17:51 | 63   | T     | Smart. You have to use adjectives.<br><br>So, now. In this paragraph we studied a long sentence. What was the sentence here? The long sentence here.<br>Camila. What was the long sentence that was joined with a word that we studied? | Give an example<br><br>Define word function ( adverb when)<br><br>Initiation |          |
|       | 64   | S     | I was about to go to bed when I heard a tapping sound on my window.   | Response   |          |
|       | 65   | T     | I was about to go to bed when I heard a tapping sound on my window. It's a long sentence. You can join long sentences using when. Decíamos que en esta oración  | Evaluation   |          |
|       | 66   | S     | están dos oraciones en pasado   | Use of Spanish   |          |
|       | 67   | T     | Exacto. Estamos hablando del pasado. ¿Porque la acción ocurrió ahora en el momento?   |  |          |
|       | 68   | S     | No, en el pasado.   |  |          |
|       | 69   | T     | Estas acciones de ver cosas ocurrieron en el pasado. Esa noche ya pasó. No es ahora. Está contando esto en pasado. Nosotros, si nos   | Summary  |          |



|                    |    |   |  |   |  |
|--------------------|----|---|--|---|--|
| 19:14<br><br>19:23 |    |   | ubicamos en el tiempo que es indefinido, vemos que aquí está el presente y las acciones que él dice son que él iba... ¿Quién me recuerda qué iba a hacer él? ¿Qué fue lo que pasó en la historia? José Puedes decirme en Español ok. | Review the concept of past tense<br><br>Use of Spanish<br><br>Initiation      |  |
| 14:40              | 70 | S | Le estaban tocando la ventana  | Response  |  |
|                    | 71 | T | Pero primero, ¿qué iba a hacer él?   | Evaluation<br><br>Initiation  |  |
|                    | 72 | S | Él iba a dormir<br><br>Una tormenta  | Response  |  |
|                    | 73 | T | Iba a dormir, muy bien. He was to go to bed. Dice "I was to go to bed. Iba a dormir. Y ¿qué sucedió cuando él iba a hacer esta acción? He go to bed.   | Evaluation<br>Use of Spanish<br><br>Initiation                                |  |
|                    | 74 | T | ¿Qué sucedió?  |   |  |
|                    | 75 | S | Escuchó el sonido en la ventana.   | Response  |  |
|                    | 76 | T | Escuchó el sonido en la ventana.<br>Eso fue ahí<br>I mark the events on the time line. O sea que enseguida, ahí está. El fue uniendo esas dos acciones que ocurrieron. Una enseguida de la otra.                                     | Evaluation<br><br>Explanation (past tense in the date line)<br>Use of Spanish |  |

On the following session (September 5<sup>th</sup>) we were still working the deconstruction of the text. I could reinforce the previous vocabulary and ideas of the orientation stage with the notion of the past tense. Students could read again this part and identify the formation of the simple past tense. I showed a video about the structure of the past tense with regular verbs. Students became engaged with the video. It was an appealing material from the web which explained in a slowly way and with pictures the use of the tense and highlighted the suffixes “- ed” or “-d” and the use of the auxiliary “did” for the positive, negative and interrogative sentences. The students enjoyed the use of technology in the class and I noticed they got the information correctly. I could reinforce the information of the video using the time line to explain the action of the

text orientation. Students could associate pictures and word meanings and learn the new past verb forms. The students could practice the formation of the past tense through oral and written exercises working in pairs.

During the next session (September 7<sup>th</sup>) we went into the deconstruction of the text for the remarkable events text stage. The students continued listening to me while I was reading aloud and some students were asked to read aloud too. I noticed they need to pay more attention to the correct pronunciation so I had to repeat and encourage them to read well. I could guide the students to understand each clause, and explain what they understood from the text. Besides, I noticed that they understand what happened since they answer in Spanish. Students need more effort to practice and use the previous vocabulary. I needed a hard process for elicitation of vocabulary in context and in some cases I could not elicit some ideas talking in English, so I switched to Spanish.

Then, we went to the third paragraph of the story. We could do the deconstruction of this part. I read the paragraph first and then some students were encouraged to do it. I focused on the pronunciation of the past verb forms. I tried to mimic the action of this part of the story and tried to elicit the meanings of some words from context. I needed to dramatize the situation and use some realia to elicit meanings. I noticed that most of the students' could understand what happened since they looked like excited with the events. Finally, students could practice the new past tense verb forms through an exercise working in pairs where they had to complete with the correct form of the verb in the pasts, select the correct past tense form, match infinitive with past tense forms and solve a letter soup with verbs in the past. I could make the feedback of the practice exercise. I noticed that most of the students could form the simple past tense correctly. I also noticed that there are more students interested in the reading.

During the session of September 12<sup>th</sup>, we could read the remarkable events of the fourth paragraph of the text. At the beginning of the session I reinforced previous vocabulary and structures by some warm up activities. The methodology focused on reading clause by clause and guiding the students for the understanding of each sentence. I encouraged the students to read, but they listened to me first. I noticed students' lack of confidence to read aloud. I could elicit the meaning of some words from the context. I needed to mimic some actions and also to draw some picture to elicit word meanings. They also had difficulties to answer the questions in English. I tried to speak in English most of the time but sometimes I switched to Spanish. Anyway, students were not able to express their ideas in English, but they show understanding of the situation they were reading. I could reinforce the formation of the past tense for regular verbs and teach them some past irregular verb forms watching the part two of the previous video. I tried to summarize the events of the story in English, but it was so hard for the students. So, they expressed words and some simple sentences looking the paper. Students show understanding about the story.

Finally, we finished reading the complete text and the students could identify clearly the stages of an anecdote: orientation, remarkable events and reaction. They also could accomplish all the activities of the lesson.

The Joint construction stage was meaningful for the students because they could receive the necessary support to become engaged in the writing process collaboratively. They imagined a mystery situation that could happen in an old house from a picture. They were encouraged to create the mood and events for the story following the stages of an anecdote. I could guide them through the process of planning, drafting, editing and final draft. In this sense, students felt satisfied from my support and took into account the modelling of the text to write their own text.

By October 26<sup>th</sup>, students were engaged in the reading of the second text titled “3<sup>rd</sup> Floor Girl Restroom”, I followed the same methodology of GBA and students constructed meaningful knowledge from the text context. During the second text, I focused on the recognition of appraisal resources in the text and continue practicing the linguistic features related to past tense through a lot of activities related to texts: graphic organizers, games, posters, practice exercises, and writing a text. To see the text written in the joint construction stage see appendix 17. The following table shows the interaction held by the teacher and students during the modelling of anecdote writing.

Table 14 Joint Construction- Modelling writing (The old house)

| Time | Turn | Actor | Discourse   | Categories                                       | Comments                         |
|------|------|-------|---|--|----------------------------------|
|      | 1    | T     | Look at this house and the sky. Is it sunny, or is it dark  | Question<br>Prediction                           | Use of picture for prediction    |
|      | 2    | S     | Dark  | Response   |                                  |
|      |      |       | Dark, dark  |  |                                  |
|      | 3    | T     | Yes. It is. It's dark. What do you think what happened in this house? Imagine what happened in this house. Look at the house. The house is... | Positive evaluation<br>Scaffolding<br>Initiation | Guiding prediction               |
|      | 4    | Ss    | Old, old, old   | Response   |                                  |
|      | 5    | T     | Yes. Very good. It's an old house. And what more. What things can you see?  | Positive evaluation<br>Initiation                | Encouraging                      |
|      | 6    | S     | Window  | Response   |                                  |
|      | 7    | T     | Yes. Here it is. Here is a window. And what more? I can't listen.<br>Dímelo en Español ok   | Positive evaluation<br>Question                  | Eliciting vocabulary             |
|      | 8    | S     | Un castillo   | Answer   | Use of Spanish                   |
|      | 9    | T     | Ah ok. Anybody knows how is Castillo in English?  | Question for a word in English                   | Previous vocabulary              |
|      | 10   | Ss    | Castle  | Answer   |                                  |
|      | 11   | T     | Great. There is castle (I point the castle on the picture). What more can you see?  | Scaffolding                                      |                                  |
|      | 12   | S     | Some plants   | Answer   | Students use previous vocabulary |
|      |      |       | A garden  |  |                                  |
|      | 13   | T     | Yes, very good. And what is it?   | Positive evaluation                              |                                  |
|      | 14   | S     | Dark  | Response   |                                  |
|      | 15   | T     | Good. Look at this. Is there a chair?   | Positive evaluation<br>Initiation                | Eliciting vocabulary             |

|  |    |   |  |   |   |
|--|----|---|--|---|---|
|  | 16 | S | Yes, a chair, a door   | Response  |   |
|  | 17 | T | Very good. Look at the sky   | Positive evaluation                                 |   |
|  | 18 | S | At night, night  | Response  |   |
|  | 20 | T | Very good. Now you have to imagine what happened in that house. We are going to write our anecdote in that house. We are going to write together. Everybody, please tell your ideas. | Positive evaluation<br>Instruction for the activity | Prediction<br>Motivating to write               |
|  | 21 | S | Está abandonada y salen fantasmas  | Answer  | Use of Spanish                                  |
|  | 22 | T | Great. How do you say that in English?   | Motivation to speak in English<br>Question          | Eliciting vocabulary                            |
|  | 23 | S | Ghosts<br>Abandoned  | Answer  |   |
|  | 24 | T | What do you think José? Is the house abandoned?  | Initiation  |   |
|  | 25 | S | El que vivía allí mató a alguien   | Response  |   |
|  | 26 | T | Yes, Someone killed a person (I mimic kill)<br>Students laugh<br>Let's write some ideas in this mind map. Camila what do you think?  | Evaluation<br>Ask for participation                 | Motivating to write                             |
|  | 27 | S | Una bruja, allí se hacían maldiciones<br>Students laugh  | Answer  | Students became engaged in the writing activity |
|  | 28 | T | Great, how do you write this idea in English? Try to write it. Please help me to write the orientation. Who writes the first sentence? Is the story during the day or night?         | Motivation to speak in English                      |   |

Finally, during the stage of independent construction the students were able to write an anecdote text following the stages of this genre. It was a meaningful activity for the students to write their personal experience in English, expressing their emotions. The text was graded according to a rubric to help the students to apply specific items for the text (grammar usage, coherence, cohesion, genre features, spelling). The joint construction experience worked collaboratively influenced in such a manner the students that they could reply for their own text. I socialized the rubric for evaluation previously and motivate them to think about a personal remarkable event to share with

partners. Most of the students wrote their own anecdote and I could evaluate them pointing out the following findings: students identified the stages of the genre, used some linguistic features taught during the lesson (simple past tense forms, appraisal resources, connectors). Students could construct interpersonal meaning through their text. However, some mistakes about sentence construction and cohesion were evident due their low level of proficiency in the target language, but they achieve their purpose of sharing an emotional reaction in a story. In Appendix 19 it can be found examples of the students' anecdotes.

### **6.5. Resources**

“Materials produced should give learners opportunities to integrate all the language skill in an authentic manner and to become competitive at integrating extra-linguistic factors also” (Howard, nd, p.106). Thus, variety of tools gives learners significantly exposure to English language during the class and teacher encouragement for use the English language in class. It is obvious from the previous analysis of categories of motivation, interaction, and methodology that students manipulated a variety of tools through different strategies to achieve the goal of this reading proposal. As a consequence, eighth graders became engaged in the reading process and more exposed to English.

In fact, the category of resources also allows us to analyze the effectiveness of GBA to develop eighth- grade student reading comprehension because of the successful findings during the piloting. Chamot and O' Malley (1996) claimed that learners successfully gather new knowledge through effective learning activities that not only imply thinking but doing. For these lessons, I designed material that helped the students to interact with the text, identifying the genre and language. Because of student age, it was required to design colorful, appealing and genuine material for the reading process

taking into account the previous diagnosis of demotivation to EFL reading and low level of proficiency.

I took into account that learning requires an engagement with meaningful sources and tools during an active process which helps them to practice and develop skills to produce independently (Ohta, 2013). Thus, I could observe the positive effect of the designed material for these lessons. For example, students used lot of visual aids and auditive materials focusing on meaning and purpose: set of cards with pictures helped the students to associate concepts and words. They easily represented the meaning of adjectives. Table 15 shows the use of pictures for activate prediction for writing. And table 16 shows an interaction with the objective of allowing learners to be connected with the topic of the lesson: feelings.

Table 15 Picture for prediction

| Time | Turn | Actor | Discourse   | Categories                                       | Comments                      |
|------|------|-------|---|--|-------------------------------|
|      | 1    | T     | Look at this house and the sky. Is it sunny, or is it dark  | Question Prediction                              | Use of picture for prediction |
|      | 2    | S     | Dark<br>Dark, dark  | Response   |                               |
|      | 3    | T     | Yes. It is. It's dark. What do you think what happened in this house? Imagine what happened in this house. Look at the house. The house is... | Positive evaluation<br>Scaffolding<br>Initiation | Guiding prediction            |

Table 16 Flash cards for feelings and students' engagement.

| Time        | Turn | Actor | Discourse   | Category              | Comment  |
|-------------|------|-------|---|-----------------------|--|
| (02:21 min) | 21   | T     | Please another volunteer. A volunteer. Take a flash card  | Ask for participation |  |
|             | 22   | S     | Seño el   |                       |  |
|             | 23   | T     | Class participation. Juan! Juan! Daniel! Daniel....No? You can act.... Is for a woman or a man. | Ask for participation | I need to motivate the students to participate |

|  |    |    |  |             |                                       |
|--|----|----|--|-------------|---------------------------------------|
|  |    |    | Juan doesn't participate. He doesn't want to mimic like a witch. Daniel mimics like a witch.                                 |             |                                       |
|  | 24 | S  | Witch  |             |                                       |
|  |    |    | A student writes on the board the sentence "You are a witch"   |             |                                       |
|  | 25 | T  | Witch dabliu- ai- ti- eitch ok.<br>What do you feel? How do you feel? You are monster. You are a witch so... You are nervous | Scaffolding | I help the students to get the answer |
|  |    |    | Students repeat nervous  |             |                                       |
|  | 26 | S  | Nervous  |             |                                       |
|  | 26 | T  | What do you think about the activity? Good? Great?   | Evaluation  | Students liked the warm up activity   |
|  | 27 | Ss | Yes  |             |                                       |

Students also became engaged with the following materials: elaboration of posters drawing the situations, diagrams to summarize the main elements and stages of the anecdotes, genuine text from web site "Scary night", and "3<sup>rd</sup> Floor Girl Restroom", recording of story in sound (rainy, thunder, sound of aliens), sequencing worksheet to chronologically order the story, labelling activity with the words of the anecdote stages: orientation, remarkable events and reaction, a game "discovering the Mystery: envelopments with clues, and a block of notes, video about the past tense, brochures with practice exercises about the linguistic features. See appendixes for appreciation of the proposed activities.



## 7. CONCLUSIONS

The purpose of this research was to study the effectiveness of using the proposed genre-based approach (GBA) activities in developing EFL reading comprehension of eighth graders from a public institution of Departamento del Atlántico. Likewise, the main objective of this study aimed to explore how the genre-based approach to reading helped students engaging in the reading process. I also, attempted to analyze the impact of using the genre-based approach activities in developing eighth graders' attitudes/ interest toward reading and to explore how the genre base approach pedagogy helped the students to develop their appreciation of text from the analysis of language (appraisal resources). Succeeding the implementation of the proposal- Text interaction and the effects on eight grade student EFL reading comprehension- I could recognize the benefits and positive effects of the GBA to reading and write on students' English reading comprehension.

Furthermore, the combination of some elements of appraisal theory with genre theory unfolded positive results on students' writing. Thus, the students' performance and interaction during the proposed activities revealed increase of motivation toward reading in English and evidenced the effectiveness of the reading approach to develop reading comprehension in this particular context. In addition, the research allowed me to assume a proactive role in the reading process, proving my students the necessary support to achieve their goals.

Therefore, I suggest text interaction as an opportunity to raise awareness on text types and become skillful readers. I consider important to take into account students' constrains to plan an effective and meaningful intervention. In this sense, I suggest the exploration of genres establishing connections with students' prior knowledge and appropriateness of texts and activities regarding their age and context.

Moreover, as action researcher I became involved in a permanent process of reflection that allowed me to understand the complex process of learning and construct meanings with my students working collaboratively and growing together throughout this meaningful experience.

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## Appendix 1 Questionnaire Reading in English

### COMPETENCIA LECTORA 7°

DOCENTE: MIREYA DOMINGUEZ GOMEZ.

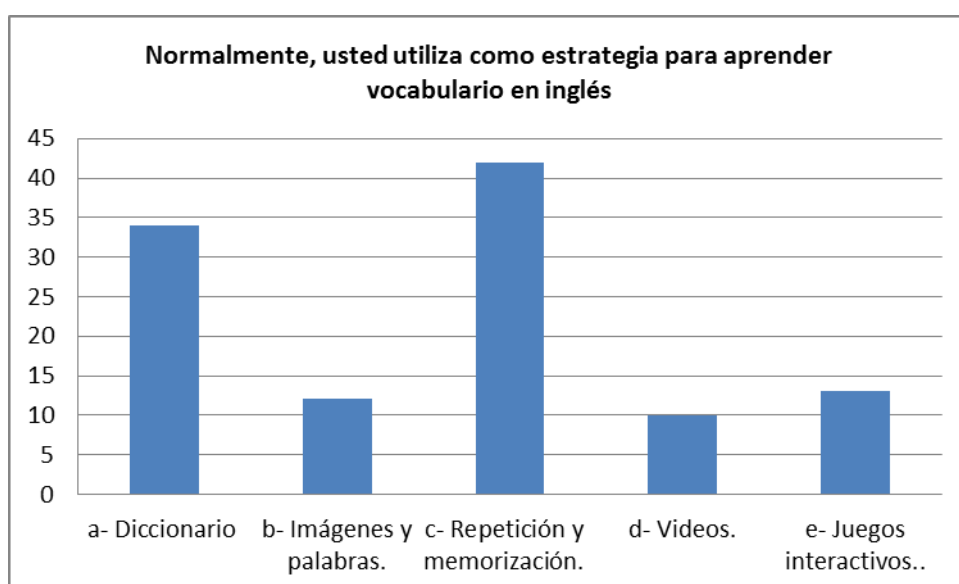
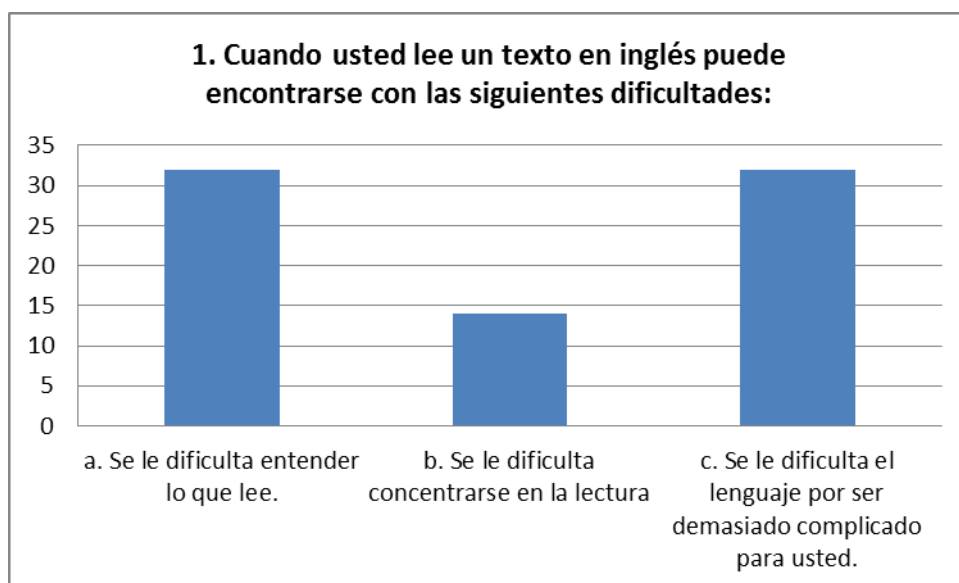
#### ENCUESTA.

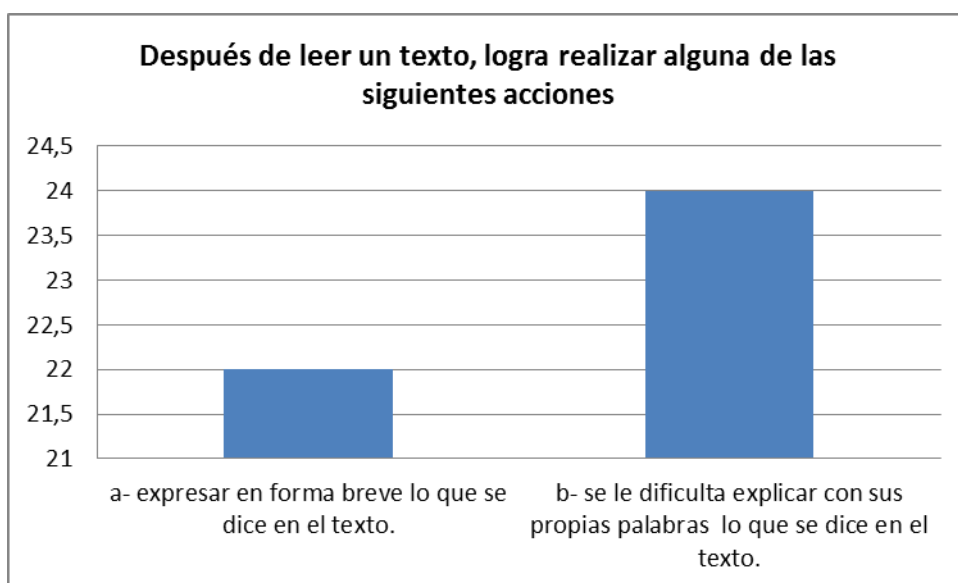
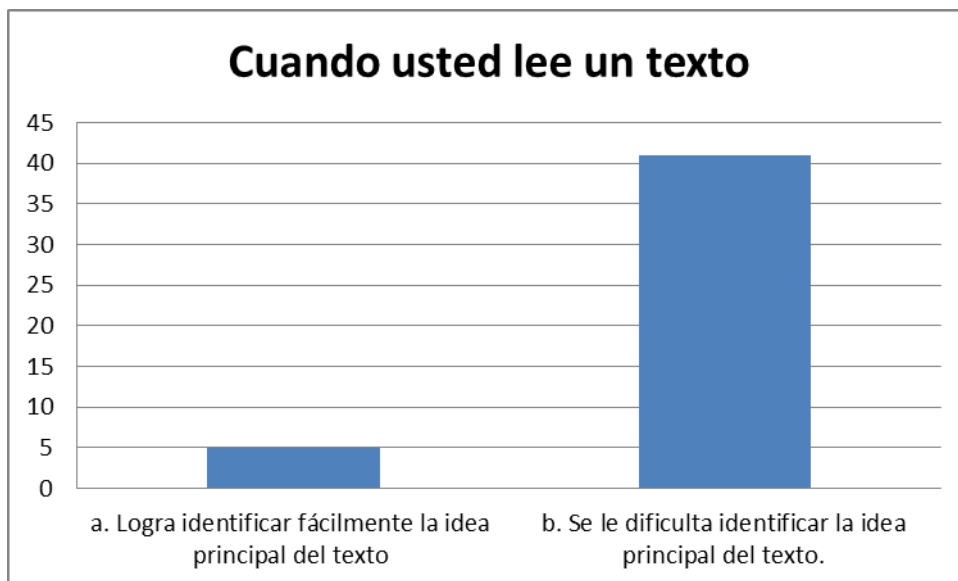
Lea y responda las siguientes preguntas marcando las opciones de acuerdo a su interés o desempeño.

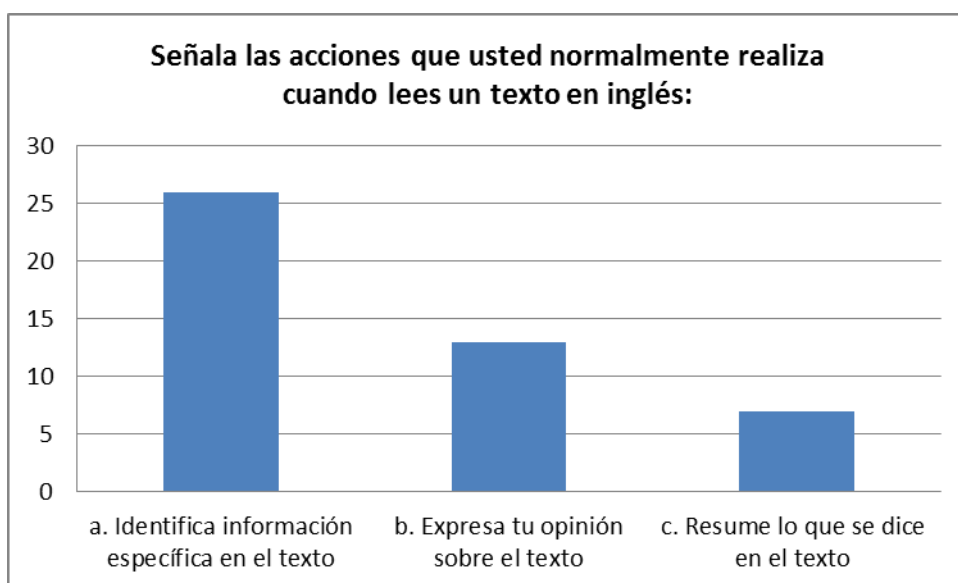
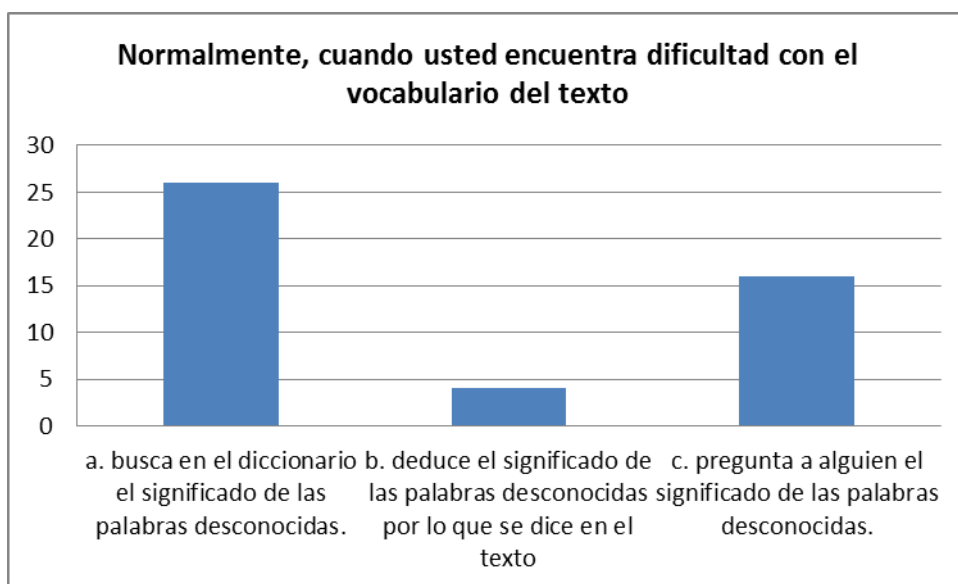
1. Cuando usted lee un texto en inglés puede encontrarse con las siguientes dificultades:
  - A. Se le dificulta entender lo que lee.
  - B. Se le dificulta concentrarse en la lectura.
  - C. Se le dificulta el lenguaje por ser demasiado complicado para usted.
  
2. Normalmente, usted utiliza como estrategia para aprender vocabulario en inglés
  - A. Diccionario
  - B. Imágenes y palabras.
  - C. Repetición y memorización.
  - D. Videos.
  - E. Juegos interactivos.
  
3. Antes de leer un texto usted suele realizar las siguientes acciones:
  - A. Se formula preguntas sobre el texto.
  - B. Piensa en hechos relacionados con la temática del texto.
  - C. Analiza el título del texto.
  - D. Considera poco importante imaginar de qué tratará el texto.
  
4. Cuando usted lee un texto
  - A. Logra identificar fácilmente la idea principal del texto
  - B. Se le dificulta identificar la idea principal del texto.
  
5. Normalmente, al leer un texto usted realiza las siguientes acciones:
  - A. Recuerda información relacionada con lo que leerá.
  - B. Identifica palabras o expresiones claves o con significados importantes
  - C. Elabora pensamientos nuevos a partir de lo leído.

6. Después de leer un texto, logra realizar alguna de las siguientes acciones
  - A. expresar en forma breve lo que se dice en el texto.
  - B. se le dificulta explicar con sus propias palabras lo que se dice en el texto.
7. Normalmente, cuando usted lee un texto en inglés
  - A. encuentra muchas palabras desconocidas en el texto.
  - B. encuentra pocas palabras desconocidas en el texto.
  - C. conoce la mayoría de las palabras del texto.
8. Normalmente, cuando usted encuentra dificultad con el vocabulario del texto
  - A. busca en el diccionario el significado de las palabras desconocidas.
  - B. deduce el significado de las palabras desconocidas por lo que se dice en el texto
  - C. pregunta a alguien el significado de las palabras desconocidas.
9. Señale las acciones que usted normalmente desarrolla cuando lee un texto.
  - A. Saca la idea principal
  - B. Hace resúmenes
  - C. Realiza anotaciones al margen del texto
  - D. Subraya ideas importantes
  - E. Formula preguntas
  - F. Elabora mapa de ideas
  - D. Consulta el diccionario
  - E. Ninguna de las anteriores
  - F. Todas las anteriores.
10. Señala las acciones que usted normalmente realiza cuando lees un texto en inglés:
  - A. Identifica información específica en el texto.
  - B. Expresa tu opinión sobre el texto
  - C. Resume lo que se dice en el texto

## Appendix 2. Results of the Questionnaire about reading in English Grade 7<sup>th</sup>









### **Appendix 3 English Reading Comprehension Interview Results**

The purpose of this study was to explore the student's strengths and weaknesses about English reading comprehension in English, in the context of the IETECI 7th high school classroom and, more specifically, to examine the difficulties in the English reading comprehension process. To this end, I pursued students answer nine questions focused on reading. This part of the document presents a summary of the data I collected by means of the interview. To facilitate my analysis, I used a three step process to code the data. First, I read through the interviews. Second, I categorized the data; grouping the different answers. Finally, I examined the data to analyze each theme into categories.

#### **Motivation.**

Even though, students low English proficiency, I realized students are motivated for learning to read in English. Most of them, ten students who were interviewed expressed their positive feeling about learning to read in English. They also identified the benefices of reading in English. Answers of question number 1, 2, and 3 of the interview shows that students know they need to read in English. Thus, there is a good context for the research.

Sample comments from the interviews.

¿Te gusta leer?

“sí”, “claro”, “claro que sí”

-¿Por qué te gusta leer? ¿Crees que leer es importante? ¿Por qué?

“Me distrae, cuando no tengo que hacer” (Sherlyn, A, 12 años)

“Cuando uno lee, aprendo algo, aprendo nuevas palabras” (Hernando, A, 11 años)

“Para estar enterado de lo que sucede” (Joiner, M. 13 años)

“Me gusta leer en mi tiempo libre para aprender cosas nuevas”

“Porque se puede aprender a reflexionar” (Mayerlis, M. 13 años).

### **English reading engagement.**

I discovered from the interviews that students definitely need to be engaged by a variety of texts as authentic text in English. Most of them want to learn how to read those kinds of texts. Answers from the question about the kind of texts students read in the English class show that a dynamic and effective reading program is necessary to implement in the class.

Sample comments from interviews.

“libros de cuentos” “No me gusta leer periódico, es muy aburrido” (Andrea A. 12 years old)

“leo cosas interesantes” “no me gusta leer en inglés, es muy difícil” (Adalberto, L. 12 years old).

### **Reading comprehension weaknesses.**

The learners recognized their weaknesses on reading in English. They reveal their feelings of anxiety and their lack of competences to effectively develop this process. Most of the interviewed students agree on their point of view about the complex vocabulary that appears on the English test they usually read. They considered that they cannot identify the meaning of the words and sentences of the texts. They also let me know that they are not able to discuss about a text in English. Thus, reading and vocabulary strategies implementation is required to improve students' reading skill.

Sample comments from interviews:

“Leer en inglés es muy difícil, no entiendo las palabras ni frases” “ Aparecen muchas palabras que no he visto nunca” “Logro entender muy poquito” “ encuentro muchas dificultades para responder las preguntas” “No sé cómo responder las preguntas” (Luis, C. 12 años)

The English teachers need to decrease this level of anxiety of the students providing an effective instruction to achieve better result in the English reading process.

Sample comments from the interviews:

¿Cómo te sientes cuando lees en inglés?

“no muy bien, se me hace difícil entender” “Debo leer varias veces” “A veces logro las respuestas correctas” “cuando busco las palabras en el diccionario, a veces entiendo, pero tengo que buscar muchas”

### **Reading and vocabulary strategies.**

From the interviews it is clear that students should be guided to use different strategies to increase and learn English vocabulary. The dictionary is the most common resource they use to learn vocabulary as well as repetition and memorization. Thus, vocabulary must be considered crucial to improve reading skill.

Sample comments from the interviews:

“¿Qué haces para aprender vocabulario en inglés?

“No se me graban muchas palabras, se me olvidan” “busco en el diccionario” “le pregunto al profesor”

Sample comments from the interviews:

¿Qué crees que se puede hacer para ayudarte a mejorar tu proceso lector?

“Leer más en clase”, “aprender muchas palabras en inglés” “que nos expliquen cómo se responden las preguntas en inglés” “leer cosas interesantes en inglés” “leer cosas fáciles, que podamos responder” “los textos son muy difíciles”.

### **Reading and technology.**

The last category was about the use of technology for reading. However, the interviews revealed that students use the internet for reading. They recognized that this resource is important but they do not know how to use effectively. They considered that it is hard for them to find out information easily. Thus, technology could be an effective means to implement in the English classroom as an important tool to develop reading skill.

Sample comments from the interviews:

“¿Usas el internet para leer? ¿Por qué?”

“No uso mucho el internet, uso libros” “porque en internet todo aparece muy largo, muy difícil” “No encuentro la información” (Luis, C. 12 años).

From the analysis of this data, meaningful implications are important to take into account for the research. First, I realized students are unmotivated for reading in English because of their low English proficiency. Most of them, 15 students who were interviewed expressed their negative feeling about reading in this language; even though, they identified the benefits of reading in English. Students know they need to read in English, but they realize that they are not able to deal with the vocabulary from the texts they are asked to read. Thus, there is a good context and problem to improve

from the research. I also discovered from the interviews that students definitely need to be engaged by a variety of texts. Most of them avoid reading expository or those kinds of texts which require high reading abilities. Answers from the questions about the kind of texts students read and the way they choose their readings show that a dynamic reading program is necessary.

The learners recognized their weaknesses on reading in English. They reveal their feelings of anxiety and their lack of competences to effectively develop this process. Most of the interviewed students agree on their point of view about the complex vocabulary that appears on the English test they usually read. They considered that they cannot identify the meaning of the words and sentences of the texts. They also let me know that they are not able to discuss about a text in English. Thus, reading and vocabulary strategies implementation is required to improve students' reading skill.

Besides, it is clear that students should be guided to use different strategies to increase and learn vocabulary. The dictionary is the most common resource they use to learn vocabulary as well as repetition and memorization. They need to be more exposed to the target language and motivated from the English teaching. Thus, the English teachers need to decrease this level of anxiety of the students providing an effective instruction to achieve better result in the reading process. In order to improve learners' reading comprehension skills, effective strategies need to be integrated into the classroom providing motivating reading activities that effectively enhances struggling and at- risk readers get involved in their own reading process. The interaction with genuine texts provides the authentic language and vocabulary teachers need to help students achieve a successful reading comprehension level.

They need to be more exposed to the target language and motivated from the English teaching. Students' language previous language experience has not been successful due to the use of translation method, study of grammar and poor communicative activities. Some students feel happy with the new methodology in the class and claim for engaging activities to learn English.

### **Interview**

¿Te gustaría leer en inglés? ¿Por qué?

¿Cómo te sientes cuando lees en inglés? ¿Por qué?

¿Crees que leer en inglés es importante? ¿Por qué?

Normalmente, ¿qué textos en inglés has estado leyendo en la clase de inglés?

¿Qué dificultades encuentras al leer en inglés?

¿Qué pasos sigues para leer un texto en inglés?

¿Qué haces para aprender vocabulario en inglés?

¿Qué crees que se puede hacer para ayudarte a mejorar tu proceso lector en inglés?

¿Usas el internet para leer en inglés? ¿Cómo lo usas?

### **Interview transcript**

¿Te gustaría leer en inglés? ¿Por qué?

“Sí”, “Claro”, “Claro que sí”, “para aprender más”, “para ganar los exámenes de inglés”, “para consultar temas”, “para entender las películas y canciones en inglés”, “para entender los video juegos en inglés”

¿Cómo te sientes cuando lees en inglés? ¿Por qué?

“no muy bien, se me hace difícil entender” “ Debo leer varias veces” “ A veces logro las respuestas correctas” “ cuando busco las palabras en el diccionario, a veces entiendo,,, pero tengo que buscar muchas”

“leo cosas interesantes” “no me gusta leer en inglés, es muy difícil” (Adalberto, L. 12 años).

¿Crees que leer en inglés es importante? ¿Por qué?

“Aprendo cosas nuevas” “Me entretiene” (Esteban, R. 11 años)

“Me distrae, cuando no tengo que hacer” (Sherlyn, A, 12 años)

“Cuando uno lee, aprendo algo, aprendo nuevas palabras” (Hernando, A, 11 años)

“Para estar enterado de lo que sucede e” (Joiner, M. 13 años)

“Me gusta leer en mi tiempo libre para aprender cosas nuevas”

“Porque se puede aprender a reflexionar” (Mayerlis, M. 13 años)

“No me gusta leer en inglés mucho. Sólo leo cosas interesantes” (Adalberto. L. 12 años)

“No me gusta leer en inglés. Pero en inglés, me gusta mucho leer porque me olvido de los problemas y entro en el mundo de la lectura” (Andreina, P. 13 años).

“Me gusta leer en inglés porque aprendo mucho y nuevas palabras” (Valeria, C. 12 años).

“Me gustaría leer por entretenimiento y para aprender” (Luis, B. 12 años).

Normalmente, ¿qué textos has estado leyendo en la clase de inglés?

“libros de cuentos, pero no entiendo” “textos muy aburridos” (Andrea A. 12 años)

¿Qué dificultades encuentras al leer en inglés?

“Leer en inglés es muy difícil, no entiendo las palabras ni frases” “Aparecen muchas palabras que no he visto nunca” “Logro entender muy poquito” “ encuentro muchas

dificultades para responder las preguntas” “No sé cómo responder las preguntas” (Luis, C. 12 años).

¿Qué pasos sigues para leer un texto en inglés?

“Primero leo todo el texto, luego las preguntas, voy buscando las palabras, tengo que leer varias veces...tres veces” (Valeria, C. 12 años) “ A veces no logro responder mucho, no entiendo las palabras” (Andrea. A. 14 años)

¿Qué haces para aprender vocabulario en inglés?

“No se me graban muchas palabras, se me olvidan” “busco en el diccionario” “le pregunto al profesor”

¿Qué crees que se puede hacer para ayudarte a mejorar tu proceso lector?

“Leer más en clase”, “aprender muchas palabras en inglés” “que nos expliquen cómo se responden las preguntas en inglés” “leer cosas interesantes en inglés” “leer cosas fáciles, que podamos responder” “los textos son muy difíciles”.

¿Usas el internet para leer? ¿Por qué?

“No uso mucho el internet, uso libros” “porque en internet todo aparece muy largo, muy difícil” “No encuentro la información” (Luis, C. 12 años).



**Appendix 4. English reading comprehension text**

- I. Lea el texto “*Superheroes*” y responda las siguientes preguntas. Seleccione la respuesta correcta.

**Superheroes**

By Harry Bartley.

I have two superhero action figures: Superman and Spider-Man. Superheroes have amazing powers. They are great.

My favorite superhero is Superman. He is strong and fast. He can fly, run, and jump. His clothes are blue, red, and yellow. He has a red cape and red shoes. He has black hair. It is short.

Spider-Man is cool. His clothes are red and blue. He can't fly, but he can climb. His legs, arms, and hands are strong.

I like Batman, too. In the old Batman movies, she has a blue cape and his clothes are gray, blue and yellow. In the new movies, his clothes are black.

1. What is the text about?
  - A. The favorite colors of superheroes.
  - B. Movies about superheroes.
  - C. The clothes and bodies of superheroes.
2. Who is Harry's favorite superhero?
  - A. Superman
  - B. Spider-man
  - C. Batman.
3. What are Superman's powers?
  - A. Superman can fly.

- B. Superman can fly, run and jump.
  - C. Superman can climb and fly.
4. According to the text:
- A. Superman and Spider-Man's clothes are red and blue
  - B. Superman can't jump.
  - C. Superman, Spider-Man and Batman have capes.
5. According to the text, superheroes' are
- A. Common people.
  - B. Strong and famous unreal people.
  - C. Bad action figures.
6. According to the text, Harry has
- A. Five superheroes action figures.
  - B. Superman action figure.
  - C. Three superheroes action figures.
7. According to the text, Harry Bartlely is
- A. A boy
  - B. A Superhero.
  - C. An action figure
8. According to the text, superheroes have
- A. Fantastic power
  - B. Black clothes
  - C. Weak body.

II. Lea el texto "**Swim, Bike, Run**" y responda las siguientes preguntas. Seleccione la respuesta correcta.

### **Swim, Bike, Run.**

Sports FM: Kirsten Svetlana is 13 years old. Her brother, Todd, is 16 and her sister is 18. They are from Phoenix, Arizona. And Kirsten is a triathlon hero! I'm at the sports center now. Let's talk with Kirsten.

Hi, Kirsten. It's very hot here.

**Kirsten:** Yes, it is. June and July are very hot in Phoenix. I can't run or cycle now, but I can swim. Swimming is my favorite sport.

Sports FM. Kirsten, you're the winner of 11 triathlons! Are you fast?

**Kirsten:** I'm not sure. I can swim 200m in 2 minutes, I can cycle 10km in 12 minutes, and I can run 2km in 8 minutes.

**Sports FM:** That's fast!

**Kirsten:** Oh, thank you.

**Sports FM:** Oh, Thank you.

**Sports FM:** What is your favorite food?

**Kirsten:** I like orange juice and fruit. They're good for my body! I don't like burgers and French fries. They aren't good for my body.

9. What type of text is it?

- A. Conversation
- B. An e-mail
- C. A letter.

10. What are Kirsten's sports?

- A. Swimming and soccer
- B. Running and swimming
- C. Swimming, running and cycling.

11. According to the text:

- A. Kirsten is eleven years old.
- B. Kirsten's brother is eighteen and her sister is sixteen
- C. Kirsten is the winner of eleven triathlons.

12. According to the text, Kirsten's favorite sport is

- A. Swimming
- B. Running
- C. Soccer.

13. Where is Kirsten now?

- A. At the sport center.
- B. At the triathlon
- C. In television.

14. According to the text, Kirsten eats:

- A. Burgers
- B. Healthy food
- C. Fast food

15. According to the test, Kirsten can't run and cycle on June and July because of the

- A. Her vacations
- B. Parties
- C. Weather.

III. Lea el siguiente e- mail y responda las siguientes preguntas. Seleccione la respuesta correcta.

To: John Marsh

From: Victoria Holmes

Sent: 11:03 August 26

Hi John,

My family and I are in Thailand, in Asia, We're on a beach in Phuket. I love Thailand!

It's hot and sunny, and the sky is blue. The beaches are clean and the water isn't cold.

My mom and dad can read their books, and I can swim in the ocean and look at the

beautiful fish. There are cool animals here, too. There are monkeys and snakes.

I like the people here and the food is very good! The fruit is amazing, and I love the

green curries and red curries. My favorite food is "tom yam" soup. It's fantastic! You

can buy great souvenirs in the capital, Bangkok. I have a dress and a hat from Bangkok,

and I have a beautiful bag. I have a souvenir for you, too! Look at my photos. They're cool.

Bye,

Victoria.

16. According to the text, Victoria's family are

- A. Sad in Thailand
- B. Happy in Thailand
- C. Cold in Thailand

17. Victoria's favorite food in Thailand is

- A. Fruits
- B. Soup
- C. Green curries and red curries.

18. According to the text, Thailand in August is

- A. Snowy
- B. Sunny
- C. Rainy

19. According to the text, Victoria has

- A. A photo of John.
- B. A souvenir for John
- C. A beautiful bag for John.

20. According to the text, in Thailand

- A. There are fantastic places for vacation.
- B. People are not friendly.
- C. The beaches are dirty

### Appendix 5 Results of Reading comprehension test.

| QUESTIONS and tabulation   | CORRECT ANSWERS | PORCENTAGE | COMMENT<br>Question purpose.                                   |
|--|-----------------|------------|--|
| What is the text about?<br>The favorite colors of superheroes. (8)<br>Movies about superheroes. (10)<br>The clothes and bodies of superheroes. (28)              | 28/46           | 60.8%      | Identification of main idea.                                   |
| Who is Harry's favorite superhero?<br>Superman (35)<br>Spider-man (7)<br>Batman.(4)  | 35/46           | 76.0%      | Identification of specific information.                        |
| What are Superman's powers?<br>Superman can fly.(13)<br>Superman can fly, run and jump.(27)<br>Superman can climb and fly. (6)                                   | 27/46           | 58.6%      | Identification of specific information.<br>Vocabulary-actions. |
| According to the text:<br>Superman and Spider-Man's clothes are red and blue (33)<br>Superman can't jump. (10)<br>Superman, Spider-Man and Batman have capes.(3) | 33/46           | 71.7%      | Identification of specific information.                        |
| According to the text, superheroes' are<br>Common people.(10)<br>Strong and famous unreal people.(23)<br>Bad action figures.(13)                                 | 23/46           |            | Drawing conclusion.  |
| According to the text, Harry has   | 27/46           | 58.6%      | Identifying specific information                               |

|  |       |       |   |
|--|-------|-------|---|
| Five superheroes action figures.<br>(2)<br>Superman action figure.(27)<br>Three superheroes action figures.(7)   |       |       |   |
| According to the text, Harry Barthely is<br>A boy (32)<br>A Superhero.(3)<br>An action figure.(11)   | 32/46 | 69.5% | Making inference.   |
| 8. According to the text, superheroes have<br>a. Fantastic power (28)<br>b. Black clothes (8)<br>c. Weak body.(10)<br>.  | 28/46 | 60.8% | Making inference  |
| What type of text is it?<br>Conversation (33)<br>An e-mail (10)<br>A letter.(3)  | 33/46 | 71.7% | Identifying text structure.                                   |
| What are Kirsten's sports?<br>Swimming and soccer. (12)<br>Running and swimming (9)<br>Swimming, running and cycling (25)  | 25/46 | 54.3% | Identifying specific information.<br>Vocabulary- sports       |
| According to the text:<br>Kirsten is eleven years old. (4)<br>Kirsten's brother is eighteen and her sister is sixteen (8)<br>Kirsten is the winner of eleven triathlons.(34) | 34/46 | 73.9% | Identifying specific information.<br>Vocabulary from context. |
| According to the text, Kirsten's favorite sport is   | 21/46 | 45.6% | Identifying specific information.                             |

|  |       |       |   |
|--|-------|-------|---|
| Swimming (21)<br>Running (24)<br>soccer.( 1)   |       |       |   |
| Where is Kirsten now?<br>At the sport center. (27)<br>At the triathlon (15)<br>In television (4)   | 27/46 | 58.6% | Identifying specific information.                         |
| According to the text, Kirsten eats:<br>Burgers (25)<br>Healthy food (9)<br>French fries (12)  | 9/46  | 19.5% | Making inference  |
| According to the test, Kirsten can't run and cycle on June and July because of the<br>Her vacations (25)<br>Parties (12))<br>Weather.(9) | 9/46  | 19.5% | Making inference  |
| According to the text, Victoria's family are<br>Sad in Thailand (12)<br>Happy in Thailand (13)<br>Cold in Thailand (21)                  | 13/46 | 28.2% | Drawing conclusion from the text.                         |
| Victoria's favorite food in Thailand is<br>Fruits (11)<br>Soup (26)<br>Green curries and red curries.(9)                                 | 26/46 | 56.5% | Identifying specific information.<br>Vocabulary- food     |
| According to the text, Thailand in August is<br>Snowy (10)<br>Sunny (23)<br>Rainy (13)   | 23/46 | 50%   | Identifying specific information.<br>Vocabulary- weather. |



| According to the text, Victoria has<br>A photo of John.(12)<br>A souvenir for John (18)<br>A beautiful bag for John (16)                           |          | 18/46 | 39.1%                  | Identifying specific information.<br>Vocabulary-objects |
|--|----------|-------|------------------------|---|
| According to the text, in Thailand<br>There are fantastic places for vacation. (13)<br>People are not friendly. (21)<br>The beaches are dirty.(12) |          | 13/46 | 28.2%                  | Drawing conclusion from the text.                       |
| CORRECT ANSWERS  | STUDENTS | %     | LEVEL OF COMPREHENSION | COMMENTS.   |
| 1 (0,25)   | 0        | 0     |                        |   |
| 2 (0,5)  | 0        | 0     |                        |   |
| 3 (0,75)   | 0        | 0     |                        |   |
| 4 (1.0)  | 1 /46    | 2.1%  |                        |   |
| 5 (1.25))  | 0        | 0     |                        |   |
| 6 (1.5)  | 10/46    | 21.7% | Muy bajo               |   |
| 7 (1.75)   | 2/46     | 4.3%  | Muy bajo               | 12 estudiantes en nivel muy bajo.                       |
| 8 (2,0)  | 1/46     | 2.1%  | Bajo                   |   |
| 9 (2.25)   | 4/46     | 8.6%  | Bajo                   |   |
| 10 (2,5)   | 4/46     | 8.6%  | Bajo                   |   |
| 11 (2.75)  | 7/46     | 15.2% | Bajo                   | 16 estudiantes en nivel bajo.                           |
| 12 (3,0)   | 1/46     | 2.1%  | Básico                 |   |
| 13 (3.25)  | 1/46     | 2.1%  | Básico                 |   |
| 14 (3,5)   | 7/46     | 15.2% | Básico                 |   |
| 15 (3,75)  | 6/46     | 13.0% | Básico                 | 15 estudiantes en nivel básico                          |
| 16 (4,0)   | 2/46     | 4.3%  | Alto                   | 2 estudiantes en nivel alto.                            |
| 17 (4,25)  | 0        | 0%    |                        |   |
| 18 (4,5)   | 0        | 0%    |                        |   |

|    |        |   |    |  |  |
|----|--------|---|----|--|--|
| 19 | (4,75) | 0 | 0% |  |  |
| 20 | (5,0)  | 0 | 0% |  |  |

## Appendix 6 UNIT OF WORK N° 1

| GOALS  | STANDARDS  | BASIC ENGLISH LEARNING RIGHTS  | OBJECTIVES  | CONTENTS   | COMPETENCES   |
|--|--|--|---|--|---|
| <p>Development of reading competence.</p> <p>Development of discourse semantic resources construing interpersonal meaning.</p> <p>Development of respect for diversity through group work.</p> | <p>Identify orientation, complication and resolution in a narrative text.</p> <p>Recognize the purpose of a description in short narratives texts.</p> <p>Write narrative texts about personal experiences and current facts.</p> <p>Organize short and coherent paragraphs regarding formal elements of the language.</p> <p>.</p> <p>.</p> | <p>Recognize specific information in oral and written short text about topics of personal interest.</p> <p>Express emotions and feelings about a situation or specific topic related to his/her family or school.</p> <p>Briefly narrate current facts, daily situations or personal experiences orally and in written form.</p> | <p>Students should be able to identify the organizational structures and language features of the genres.</p> <p>To identify what kind of appraisal resources the writer employs to achieve the purpose of the text.</p> <p>Students should be able to recognise the value of diverse opinions to negotiate meanings.</p> | <p><b>UNIT 1: Reading stories: What we did/ what took place/ What feelings.</b></p> <p><b>TEXT 1. The anecdote text (Personal recount)</b><br/>Stages of an anecdote text: orientation, remarkable event and reaction.<br/>Register of the text.<br/>Appraisal resources in the text: attitude.<br/>Affect: positive, negative, behavioral, mental, relational, reaction, indirect, insecurity, dissatisfaction, unhappiness.</p> <p>Appreciation. Reaction, composition and valuation in a text.</p> <p>Judgement: Social esteem and social sanction<br/>Language features:<br/>Use of first person pronouns in the text. (I, we).<br/>Past tense events<br/>Adjectives (positive and negative).<br/>Lexis related to the text.<br/>Wording for appraisal resources: attitude.<br/>The summary<br/>The graphic organizer.<br/>Human development topics: Respect and solidarity.</p> | <p>The competences to be developed in relation with these specific objectives are respectively:</p> <p><b>Communicative Competence: Linguistic Competence (knowledge and usage of language formal elements).</b></p> <p>Learners are able to:</p> <p>Identify the function of the verb past form to refer to past events in a story text.<br/>Recognize the function of sequential connectors in a text.<br/>Identify the function of adjectives in the stories.<br/><b>Pragmatic Competence (discourse and language functions).</b><br/>Identify the stages and purpose of a story and represent the main ideas in a graphic organizer.<br/>Demonstrate their reading comprehension answering questions during the reading process.<br/>Analyze the positive and negative author's feelings in a text.<br/>Identify attitudes toward behavior in a text.<br/>Analyze the meanings construing evaluations of things and events in a text.<br/>Recognize the function of the attitude as appraisal resource in language.<br/>Recognize the wording for Behaviors in a text and discover the author purpose.<br/>Identify the function of Affect as appraisal resources in language.<br/>Analyze how a character or behavior is judging in a story.</p> |

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|  |  |  |  |  | <p>Recognize in a text the way the author evaluate personality and behavior of a story character.</p> <p><b>Sociocultural Competence (interaction and culture and appropriate language usage)</b></p> <p>Participate respectfully during the class.</p> <p>Listen to others during reading discussion.</p> <p>Express agreements or disagreements about a topic respectfully.</p> <p>Express opinions about the topics of the text.</p> <p>Demonstrate independent reading habits.</p> <p>Assume collaborative work.</p> <p>Demonstrate respectful response to texts.</p> <p>Work in groups to develop citizen's skills and collaborative work.</p> <p>Discuss about citizen issues from a text.</p> |
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| RESOURCES   | METHODOLOGY  | EVALUATION  |
|---|--|---|
| <p>During this lesson, most of the resources are designed and prepared by the teacher. The materials facilitate the development of the activities proposed in this unit. For example:</p> <p>Photocopies with the selected text types to read in this unit:</p> <p><b>Text 1. A Scary Night</b> (an anecdote by Huang YiPeng from <a href="https://www.vtaide.com/png/scary4.htm">https://www.vtaide.com/png/scary4.htm</a>).</p> <p><b>Text 2. 3<sup>rd</sup> Floor Girls Restroom</b> (an anecdote by <a href="http://www.yourghoststories.com/real-ghost-story.php?story=23602">Mlah17</a> from <a href="http://www.yourghoststories.com/real-ghost-story.php?story=23602">http://www.yourghoststories.com/real-ghost-story.php?story=23602</a>)</p> <p>Set of cards with pictures that represent stories.</p> <p>The reading texts on a power point slides. (The PPT are shared in the blog of the class and some reading activities: <a href="http://ietecienglishway.blogspot.com.co/">http://ietecienglishway.blogspot.com.co/</a>)</p> <p>A sequencing worksheet about each story.</p> <p>Labelling activity with the words of the stage of the text (anecdote).</p> <p>Large sheets of art paper to write stages of the text and illustrations.</p> <p>A game about the text types using envelopments with clues, and a block of notes.</p> <p>A poster for analysis of text types elements.</p> <p>A worksheet (with paper of different colors) with three short stories, and charts to complete.</p> <p>A diagram to summarize the main elements and stages of the story (this diagram is created by the teacher with the technological resource from a web page <a href="http://webspirationclassroom.com">webspirationclassroom.com</a>)</p> <p>A brochure with the story and activities</p> | <p>The <b>genre- based approach</b> guides the teaching practice of this unit. According to Feez (1998) the main goal of this approach is to help learners to be aware of the genres providing them explicit knowledge about the purposes, text organization and features of texts. The genre-based approach is integrated in the classroom through the idea of the <b>curriculum cycle</b> which guides the learners to be independent using the language involving analysis discussion and joint individual construction of texts.</p> <p>Stage 1. Building the context: students are introduced to the social context of an authentic model of the text type being studied, identifying the register of the text.</p> <p>Stage 2. Modelling and deconstructing the text: students are introduced to the structural pattern and language features of the model.</p> <p>Stage 3. Joint constructing of the text. Students begin to contribute to the construction of whole examples of the text-type.</p> <p>Stage 4. Independent construction of the text: students work independently with the text.</p> <p>Stage 5. Linking related texts. Students study other text in the same or similar contexts.</p> <p>A collaborative learning environment is assumed in the class in the form of a dialogue between teacher and student and scaffolding.</p> | <p>The evaluation is viewed as a process regarding the goals, objectives and competences proposed in this unit.</p> <p><u>Self-assessment:</u><br/>Since the beginning of the lesson, students will know the aims to be accomplished on this unit. Thus, at the end of the lesson they will be able to analyze their performance based on these aims and identify to what extent they have achieved them. They will also have to identify aspects of language covered in the lesson that still need improvement. A self- assessment rubric will be used.</p> <p><u>Assessment:</u><br/>Observation: Students' performance throughout the whole lesson.<br/>Checking understanding through concept and comprehension questions.<br/>Checking students' progress by setting individual tasks. An assessment rubric for the tasks will be used.</p> <p><u>Criteria:</u><br/>The four skills (Listening, Reading, Speaking, and Writing) will be assessed based on the aims of the lesson as well as the student's ability to use the target language accurately and the quality of the interaction.</p> <p>The students will be able to identify the stages of an anecdote text and a news report text.<br/>The students will be able to analyze deeply a story text, identifying the setting, characters, and plot in a story.<br/>The teacher provides a brochure with another story text and a set of activities where students: write events of the story in order; identify the story's characters, setting, plot, and appraisal resources; design and fill a graphic organizer with information about the structure and elements of the story to use it for a discussion and presentation in class.</p> <p>Students create the graphic organizer about a story and the appraisal resources in the text, in the English lab using the</p> |

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| related to the structure and elements of it. |  | technological resource in<br>webspirationclassroom.com)<br>Students write their own text types<br>(anecdote) taking into account the stages<br>of the genre and the wording of appraisal<br>resources to accomplish the text purpose. |
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## Appendix 7 LESSON PLAN TEMPLATE 1

|  |                                    |                               |
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| <b>Name of the teacher:</b> Mireya Dominguez   | <b>Class / grade:</b> 8°           | <b>Number of students:</b> 49 |
| <b>Average ages of students:</b> 13-14   | <b>Unit/Topic:</b> reading stories | <b>-Text 2. A Scary Night</b> |
| <b>students:</b> A1  |                                    | <b>Level of</b>               |
| <b>Allotted time for the development of the lesson:</b> 8 sessions: 2 hours per session (16 hours)   |                                    |                               |
| <p><b>Goal:</b> Development of reading competence.</p> <p><b>Standards:</b></p> <p>Develop the reading competence through the analysis of anecdote texts (stories).<br/>         Acquire strategies to identify the structure and elements of anecdote texts (stories).<br/>         Interpret and use resources and material designed for reading comprehension of anecdote texts (stories)<br/>         Write narrative texts about personal experiences and current facts.<br/>         Organize short and coherent paragraphs regarding formal elements of the language.</p> <p><b>Basic Learning Rights:</b></p> <p>Recognize specific information in oral and written short text about topics of personal interest.<br/>         Express emotions and feelings about a situation or specific topic related to his/her family or school.<br/>         Briefly narrate current facts, daily situations or personal experiences orally and in written form.</p> |                                    |                               |
| <p><b>General objective:</b></p> <p>By the end of the unit 8<sup>th</sup> grade students will be able to write a short story, in least three paragraphs about a personal experience following the features of an anecdote text.</p>  |                                    |                               |
| <p><b>Specific objectives for this lesson:</b></p> <p style="text-align: center;">At the end of the lesson students will be able to:</p> <p>Be familiarized with anecdote texts, noticing how feelings arise from the events that occur in a story.<br/>         Apply a reading strategy targeting text structure, such as prediction and meaning from context.<br/>         Read and understand an anecdote paying attention to the overall structure and elements of it.<br/>         Identify the stages of an anecdote text, following this order: orientation, remarkable event, and reaction.<br/>         Analyze deeply an anecdote text, identifying the appraisal resources (attitude).<br/>         Practice writing skill understanding the structure of an anecdote, expressing emotions and integrating linguistic features.<br/>         Write an anecdote following the stages of this genre and sharing an emotional reaction.</p>               |                                    |                               |
| <b>Assumed Knowledge:</b>  |                                    |                               |

Simple verb tenses.

Wh questions.

### **Linguistic knowledge that will be developed in this class:**

Structure of an anecdote text: orientation, remarkable event, and reaction.

Elements of an anecdote text: character, setting, events and feelings.

Appraisal resources in a text: attitude (affect, appreciation and judgement).

Reading strategies targeting text structure: predict text structure, meaning from context, use graphic organizers and visuals resources, ask and respond focusing questions, discuss and create presentations based on text information.

Linguistic features: past tense verb functions, adjectives to express appreciation and affect, conjunctions ( when), adverbs for sequence ( then, finally):

Structure: See/ hear someone+ gerund (v-ing)

I just saw someone going in there not too long ago.

Example target structure:

Which sounds did you hear?

I heard the wind blowing, I heard a man singing, I heard someone crying, and I heard someone laughing.

Who did you see?

I saw a woman running, I saw someone walking, and I saw someone going into the house.

Adjectives:

The experience: scary- amused

The scene: dark, stormy, tapping sounds

The character: scared, shocked, amused

Examples for adjectives:

It was a dark and stormy night.

I felt very scared.

It was too dark to see anything.

I felt too frightened.

I am still amused.

Connecting words (then, soon, finally).



Then I remembered that they were at a fancy dress party.

Soon the footsteps died off.

Finally I felt asleep.

Then I remembered that I did not use the flash.

Past verb forms and timelines:

Simple past Tense.

Past Progressive.

**Materials that will be used in this lesson:**

Set of cards with mystery situations that represent feelings. Small paper with a list of verbs of sounds to mimic. A recording of a story in sounds ( rainy, thunder, sound of aliens). A text on a power point slide. Photocopies of the text and highlighters or color pens to mark words or phrases in each sentence as they read: red markers for affect, green marker for appreciation). A sequencing worksheet. Labelling activity with the words: orientation, remarkable event, and reaction. Large sheets of art paper to write stages of the text and illustrations. A poster for analysis of anecdote text elements. A diagram to summarize the main elements and stages of an anecdote.

## Appendix 8 Lesson Plan Template 2

### LESSON PLAN TEMPLATE

|   |                                    |  |
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| <b>Name of the teacher:</b> Mireya Dominguez  | <b>Class / grade:</b> 8°           | <b>Number of students:</b> 49          |
| <b>Average ages of students:</b> 13-14<br>Girls Restroom)   | <b>Unit/Topic:</b> reading stories | -Anecdote Text 1(3 <sup>rd</sup> Floor |
| <b>Level of students:</b> A1  |                                    |  |
| <b>Allotted time for the development of the lesson:</b> 14 horas (7 sessions of 2 hours)  |                                    |  |
| <b>Goal:</b> Development of reading competence.<br><br><b>Standards:</b><br><br>Develop the reading competence through the analysis of anecdote texts (stories).<br>Acquire strategies to identify the structure and elements of anecdote texts (stories).<br>Interpret and use resources and material designed for reading comprehension of anecdote texts (stories)<br>Write narrative texts about personal experiences and current facts.<br>Organize short and coherent paragraphs regarding formal elements of the language.<br><b>Basic Learning Rights:</b><br><br>Recognize specific information in oral and written short text about topics of personal interest.<br>Express emotions and feelings about a situation or specific topic related to his/her family or school.<br>Briefly narrate current facts, daily situations or personal experiences orally and in written form. |                                    |  |
| <b>General objective:</b><br><br>By the end of the unit 8 <sup>th</sup> grade students will be able to identify the structure and elements of anecdote texts, analyzing at least an anecdote.   |                                    |  |
| <b>Specific objectives for this lesson:</b><br><br><p style="text-align: center;">At the end of the lesson students will be able to:</p> Be familiarized with anecdote texts, noticing how illustrations show a sequence of events that occur in a story.<br>Read and understand an anecdote paying attention to the overall structure and elements of it.<br>Identify the stages of an anecdote text, following this order: orientation, remarkable event, and reaction.<br>Analyze deeply an anecdote text, identifying the appraisal resources.<br><br>Apply a reading strategy targeting text structure, such as prediction.<br><br>Write an anecdote following the stages of this genre and sharing an emotional reaction.   |                                    |  |

Linguistic features: past tense verb functions, adjectives to express appreciation and affect, conjunctions ( when and since), prefix (un-) and suffix (-ly)

Adjectives:

The experience: scary, personal, unknown, weird

The scene: empty

The character: scared, cold.

Examples for adjectives:

It was an empty place.

It was a personal.

It was a weird experience.

It was a ghost story.

I was scared and cold.

Prefix (un-) Suffix (-ly) Examples: unknown, unfortunately.

Past verb forms and timelines:

Present Perfect Progressive.

Simple present (review).

Simple past Tense.

Past Progressive.

### **Assumed Knowledge:**

Simple verb tenses.

Wh questions.

### **Linguistic knowledge that will be developed in this class:**

Structure of an anecdote text: orientation, remarkable event, and reaction.

Elements of an anecdote text: setting, characters, and plot and feelings.

Appraisal resources in a text: attitude (affect, appreciation and judgement).

Reading strategies targeting text structure: predict text structure, use graphic organizers and visuals resources, ask and respond focusing questions, discuss and create presentations based on text information.

### **Materials that will be used in this lesson:**

Set of cards with pictures that represent a story. A text on a power point slide. A sequencing worksheet. Labelling activity with the words: orientation, remarkable event, and reaction. Large sheets of art paper to write stages of the text and illustrations. A game "Discovering the Mystery": envelopments with clues, and a block of notes. A poster for analysis of anecdote text elements. A diagram to summarize the main elements and stages of an anecdote.

| <b>Class Stage:</b>   | <b>Objective</b>  | <b>Teacher's procedure and Activities students will perform</b>  | <b>Materials</b>   | <b>Allotted time and Type of interaction</b> |
|---|---|--|--|--|
| CONTEXT-<br>WARM-UP<br>AND<br>INTRODUC<br>TION OF<br>THE TOPIC. | The students will be able to be familiarized with story texts, noticing how illustrations show a sequence of events that occur in a story | <p>The teacher gives to each of the students a set of cards with pictures that represent events of a story.</p> <p>Students have to organize the situations and share in pairs the sequence that they consider adequate for the story.</p>   | Set of cards with pictures that represent stories.             | 5 minutes<br>T-S<br>S-S                      |
| BUILDING<br>UP<br>SUBJECT<br>MATTER<br>KNOWLED<br>GE            | The students will be able to be familiarized with the kind of text they are going to read in the lesson.                                  | <p>In order to familiarize the students with the text and the topics of this lesson, the teacher shows the students some scaring pictures with mystery sounds on some slides of ppt. Then the teacher asks them some questions: students express their thoughts and feelings.</p> <p>How do you feel looking these pictures?</p> <p>Do you believe in ghosts?</p> <p>What ghost stories do you know?</p> <p>How do you feel if you see a ghost?</p> <p>Have you ever been so afraid or nervous? When?</p> <p>Where do these kinds of stories usually happen?</p> | Some slides of ppt with scaring pictures on the digital board. | 15 minutes                                   |

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| <p>DECONSTRUCTION</p> | <p>The students will be able to read and understand an anecdote “3<sup>rd</sup> Floor Girls Restroom” paying attention to the overall structure and elements of it.</p> <p>Students will be able to apply a reading strategy targeting text structure, such as prediction.</p> <p>The students will be able to identify the stages of an anecdote text following this order: orientation, remarkable</p> | <p>The teacher presents the anecdote text “3<sup>rd</sup> Floor Girls Restroom” which is displayed on the board. The teacher asks the students to make predictions about the text from the title of the text (3<sup>rd</sup> Floor girls Restroom) and the source of the text (www.yourghoststories.com). She asks:</p> <p>According to the title “3<sup>rd</sup> Floor Girls Restroom” What do you think the text is about? Give me a synonym of restroom, please.</p> <p>Who writes this text?(students look for the text’s author)</p> <p>Where was this text published? (students points the text’s source)</p> <p>What kind of texts can you read from this kind of website? (students’ comments)</p> <p>The teacher tells the students that they are going to read that girl’s personal experience with a ghost.</p> <p>Next, the teacher gives a photocopy of the text to the students. Then the teacher reads the text clause by clause, and asks some students to read each clause aloud. The teacher also helps them with the pronunciation of any word they need.</p> <p>The teacher focuses on the reading of each clause to guide the students’ comprehension. (Students are asked to read aloud each sentence of the text and the teacher makes the students focus their attention on the meaning of each sentence and ask them to say what they understand).</p> | <p>The text “3<sup>rd</sup> Floor Girls Restroom” on a power point slides.</p> <p>Photocopies with the selected anecdote text.</p> <p>Highlighters or color pens to mark words or phrases in each sentence as they read: red markers for affect, green marker for appreciation and blue markers for judgement)</p> | <p>8 hours</p> <p>T-S</p> <p>S-T</p> |
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|  | <p>event, and reaction.</p> <p>The students will be able to analyze deeply an anecdote text, identifying the appraisal resources of attitude.</p> | <p>The teacher elaborates with the students the intention of each stage of the anecdote.</p> <p>Linguistic features will be taught by the teacher as soon as they appear in the text: past tense verbs functions, adjectives that express affect and appreciation), conjunctions (when, since).</p> <p>Learners will be guided to highlight appraisal resources of attitude: affect and appreciation.</p> <p>During the reading of the first stage of the text (Orientation) the teachers asks the students to read sentence by sentence and makes them to focus their attention on specific linguistic features, asking these questions while they were reading.</p> <p>Is the author writing about someone else or about herself? How do you know it?</p> <p>What has the girl been doing?</p> <p>What did she do?</p> <p>When did experience happen?</p> <p>The teacher focuses on the explanation of the verb tenses forms of the first paragraph: “have been reading”, “decided”, “happened”, and “was”. The students recognize the function of the past tense in the text. They also focus on the words “still”, “unknown”, “college”, and students are guide to know the meaning from the context.</p> <p>The teacher guides the students to explain with their own words what they have understood from each sentence and the first paragraph.</p> |  |  |
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|  |  | <p>The teachers asks the students to read the second paragraph and each of their sentences focusing on the linguistic features and meanings asking these questions:</p> <p>Where is she living now? Do you know where California is?</p> <p>What school did she study? Where Philippines are? And where Manila is? (Technological device may be used for searching information or a map).</p> <p>What kind of experience did she have there? “Weird”? Students try to give the meaning from context.</p> <p>What kind of experience can she share in that internet blog “Ghost Stories”?</p> <p>A strange story, maybe?</p> <p>Why did she get early to school?</p> <p>Teacher points out on the verb tenses forms of the second paragraph: “am now living”, “happened”, “was”, “come”, “go”, “have”, “read” and “review”. The teacher makes the student notice the function of those verb forms to tell events in the past and for the present to express routines.</p> <p>The teacher points out word such as “now” vs “usually” to explain the students the actions that occurs at the moment and actions that occurs as a routine or daily activities. Students recognize the activities that girl did at school.</p> <p>The teacher and students summarize the information given by the writer in this stage which is recognized as the Orientation of an anecdote text.</p> |  |  |
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|  |  | <p>During the reading of the second stage of the text</p> <p>Remarkable events) the teacher asks the students to</p> <p>read sentence by sentence and makes them to focus</p> <p>their attention on specific linguistic features asking</p> <p>these questions while they are reading the</p> <p>information in the sentences:</p> <p>Where did she go in the 3<sup>rd</sup> floor?</p> <p>When did she go there? At night or in the afternoon?</p> <p>Who did she see there?</p> <p>Did anybody else see the person the girl saw? Why?</p> <p>Did the girl see a ghost? Why do you think that?</p> <p>How did she feel?</p> <p>The teacher focuses on the functions of the verb form tenses of the third and fourth paragraph of the text while students are reading each sentence. Students analyze the sentences where those verb forms are used regarding the intention of the girl while telling the story. The teacher explains the differences between an action which ended in the past and an action which was doing in the past as a progressive form (-ing). The use of the connector “when” is explained pointing those sentences where it is used. Students recognize that “when” is used to relate or connect two actions in the past, and not only for asking questions. Students interpret these verb forms in the</p> |  |  |
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A large paper to diagram the anecdote stages and write the elements.



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|  |  | <p>sentences of this stage: “took”, “was/were”, “decided”, “got”, “stopped”, “used”, “go”, “did”, “was washing”, “looking”, “heard”, “closed”, “did not feel”, “laughing”, “talking”, “was drying”, “saw”.</p> <p>The teacher also helps the students to understand some expressions in the text which students can deduce their meaning from the context: “since”, “mostly”, “unfortunately”, “did my business”, “latched”, “there not too long ago” “weird”, “goosebumps”, “wonder” Those sentences are paraphrased to clarify meanings.</p> <p>Next, the teacher and the students summarize the events ordering them in a chronological way. The teachers makes the students recognize that those events were remarkable and meaningful for the girl. Students recognize the girl’s feelings.</p> <p>During the reading of the third stage of the text (Reaction), the teacher asks the students to read sentence by sentence and makes them to focus their attention on specific linguistic features, and asks them these questions:</p> <p>What did the girl feel when she saw the ghost?</p> <p>Could she talk to the students who were in that restroom?</p> <p>Did her classmates believe her story?</p> <p>Did she go to that restroom again?</p> <p>The teacher continues the detailed analysis of the text pointing out the linguistic features used in the two last</p> | <p>A sequencing worksheet about the anecdote “3<sup>rd</sup> Floor Girls’ Restroom”</p> <p>Labelling activity with the words: orientation, remarkable events, and reaction.</p> <p>Large sheets of art paper.</p> <p>A game “Discovering the Mystery”: envelopments with clues, and a block of notes.</p> <p>A poster for analysis of anecdote text elements.</p> <p>A diagram to summarize the main</p> | <p>20 minutes</p> <p>S-S</p> <p>35 minutes</p> <p>S-S</p> <p>S-T</p> <p>15 minutes</p> <p>T-S</p> <p>S-T</p> <p>15 minutes</p> <p>S-S</p> <p>40 minutes</p> <p>S-S</p> |
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|  |  | <p>paragraphs of the texts while the students read each sentence. The students are guided to interpret the reaction of the girl explaining appraisal resources to notice the girl's feelings. These verb form functions are analyzed while the sentences are read by the students: "was trying", "asked", "don't know", "I'm going to", "don't want", "know", "feel", "try", "said", left", "shared", "believed", "dreaded", "am still thinking", "experience". Teacher guides the students to recognize the author's intention when using these verb tenses.</p> <p>Besides, some expressions and words are deduced from context: "scared", "cold", "right away".</p> <p>The teacher and students make a chart on the board completing with information related to the elements of the anecdote: orientation, events and reaction.</p> <p>The students receive a sequencing worksheet to put in order some events that happened in the anecdote "3<sup>rd</sup> Floor Girls' Restroom". They compare their answers with a partner, and finally, all the students give opinions to conclude with the appropriate order of events. <b>(guided)</b> Each student has a copy of the anecdote, and some labels with the words: orientation, remarkable event, and reaction. They have to label what they consider the anecdote begins, where they find a problem situation,</p> | <p>elements and stages of the anecdote "3<sup>rd</sup> Floor Girls' Restroom" Mystery in the Night"</p> | <p>15 minutes</p> <p>30minutes<br/>S-S</p> <p>30 minutes<br/>S-S</p> <p>30 minutes<br/>S-S</p> |
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|  |  | <p>and where they can read a reaction.<br/><b>(guided)</b></p> <p>Students share their own resolved photocopies in groups of three, discuss the solution, and make a conclusion about the possible stages identified.<br/><b>(guided)</b></p> <p>On large sheets of art paper each group present their conclusion about the possible stages identified; they have to use also an illustration that shows relation with each stage. <b>(free)</b></p> <p>The teacher gives feedback and makes conclusion reinforcing the features of each stage in an anecdote text. The students ask questions and are coming to a complete understanding of the overall structure of an anecdote text. The students stay for a game of “Discovering the Mystery”. Some students receive an envelope with some clues about the story, and the others receive questions and a block of notes where they have to take notes of the clues that they find. The questions and clues are related to the setting, character, and plot and feelings of the “3<sup>rd</sup> Floor Girls’ Restroom” story<br/><b>(guided)</b></p> <p>All the class gives information to complete a poster about the orientation, events, and reaction in the story “3<sup>rd</sup> Floor Girls restroom”.<br/><b>(guided)</b></p> |  |  |
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|  |  | <p>In order to put together the knowledge about structure (orientation, remarkable events, reaction), and elements of an anecdote text (setting, character, plot, and feelings), students work with a diagram related to the story</p> <p>“3<sup>rd</sup> Floor Girls ‘Restroom’”. After that, in groups, students share and discuss to define one for the entire group, a relator present the diagram and summarize the events of the anecdote using the diagram. <b>(free)</b></p> |  |  |
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|                |  |   |  |                                      |
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| DECONSTRUCTION | <p>The students will be able to read and understand an anecdote “3<sup>rd</sup> Floor Girls Restroom” paying attention to the overall structure and elements of it.</p> <p>Students will be able to apply a reading strategy targeting text structure, such as prediction.</p> <p>The students will be able to identify the stages of an anecdote text following this order: orientation, remarkable</p> | <p>The teacher presents the anecdote text “3<sup>rd</sup> Floor Girls Restroom” which is displayed on the board. The teacher asks the students to make predictions about the text from the title of the text (3<sup>rd</sup> Floor girls Restroom) and the source of the text (<a href="http://www.yourghoststories.com">www.yourghoststories.com</a>). She asks:</p> <p>According to the title “3<sup>rd</sup> Floor Girls Restroom” What do you think the text is about? Give me a synonym of restroom, please.</p> <p>Who writes this text?(students look for the text’s author)</p> <p>Where was this text published? (students points the text’s source)</p> <p>What kind of texts can you read from this kind of website? (students’ comments)</p> <p>The teacher tells the students that they are going to read that girl’s personal experience with a ghost.</p> <p>Next, the teacher gives a photocopy of the text to the students. Then the teacher reads the text clause by clause, and asks some students to read each clause aloud. The teacher also helps them with the pronunciation of any word they need.</p> <p>The teacher focuses on the reading of each clause to guide the students’ comprehension. (Students are asked to read aloud each sentence of the text and the teacher makes the students focus their attention on the meaning of each sentence and ask them to say what they understand).</p> | <p>The text “3<sup>rd</sup> Floor Girls Restroom” on a power point slides.</p> <p>Photocopies with the selected anecdote text.</p> <p>Highlighters or color pens to mark words or phrases in each sentence as they read: red markers for affect, green marker for appreciation and blue markers for judgement)</p> | <p>8 hours</p> <p>T-S</p> <p>S-T</p> |
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|  | <p>event, and reaction.</p> <p>The students will be able to analyze deeply an anecdote text, identifying the appraisal resources of attitude.</p> | <p>The teacher elaborates with the students the intention of each stage of the anecdote.</p> <p>Linguistic features will be taught by the teacher as soon as they appear in the text: past tense verbs functions, adjectives that express affect and appreciation), conjunctions (when, since).</p> <p>Learners will be guided to highlight appraisal resources of attitude: affect and appreciation.</p> <p>During the reading of the first stage of the text (Orientation) the teachers asks the students to read sentence by sentence and makes them to focus their attention on specific linguistic features, asking these questions while they were reading.</p> <p>Is the author writing about someone else or about herself? How do you know it?</p> <p>What has the girl been doing?</p> <p>What did she do?</p> <p>When did experience happen?</p> <p>The teacher focuses on the explanation of the verb tenses forms of the first paragraph: “have been reading”, “decided”, “happened”, and “was”. The students recognize the function of the past tense in the text. They also focus on the words “still”, “unknown”, “college”, and students are guide to know the meaning from the context.</p> <p>The teacher guides the students to explain with their own words what they have understood from each sentence and the first paragraph.</p> |  |  |
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|  |  | <p>The teachers asks the students to read the second paragraph and each of their sentences focusing on the linguistic features and meanings asking these questions:</p> <p>Where is she living now? Do you know where California is?</p> <p>What school did she study? Where Philippines are? And where Manila is? (Technological device may be used for searching information or a map).</p> <p>What kind of experience did she have there? “Weird”? Students try to give the meaning from context.</p> <p>What kind of experience can she share in that internet blog “Ghost Stories”?</p> <p>A strange story, maybe?</p> <p>Why did she get early to school?</p> <p>Teacher points out on the verb tenses forms of the second paragraph: “am now living”, “happened”, “was”, “come”, “go”, “have”, “read” and “review”. The teacher makes the student notice the function of those verb forms to tell events in the past and for the present to express routines.</p> <p>The teacher points out word such as “now” vs “usually” to explain the students the actions that occurs at the moment and actions that occurs as a routine or daily activities. Students recognize the activities that girl did at school.</p> <p>The teacher and students summarize the information given by the writer in this stage which is recognized as the Orientation of an anecdote text.</p> |  |  |
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|  |  | <p>During the reading of the second stage of the text</p> <p>Remarkable events) the teacher asks the students to</p> <p>read sentence by sentence and makes them to focus</p> <p>their attention on specific linguistic features asking</p> <p>these questions while they are reading the</p> <p>information in the sentences:</p> <p>Where did she go in the 3<sup>rd</sup> floor?</p> <p>When did she go there? At night or in the afternoon?</p> <p>Who did she see there?</p> <p>Did anybody else see the person the girl saw? Why?</p> <p>Did the girl see a ghost? Why do you think that?</p> <p>How did she feel?</p> <p>The teacher focuses on the functions of the verb form tenses of the third and fourth paragraph of the text while students are reading each sentence. Students analyze the sentences where those verb forms are used regarding the intention of the girl while telling the story. The teacher explains the differences between an action which ended in the past and an action which was doing in the past as a progressive form (-ing). The use of the connector “when” is explained pointing those sentences where it is used. Students recognize that “when” is used to relate or connect two actions in the past, and not only for asking questions. Students interpret these verb forms in the</p> |  |  |
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A large paper to diagram the anecdote stages and write the elements.



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|  |  | <p>sentences of this stage: “took”, “was/were”, “decided”, “got”, “stopped”, “used”, “go”, “did”, “was washing”, “looking”, “heard”, “closed”, “did not feel”, “laughing”, “talking”, “was drying”, “saw”.</p> <p>The teacher also helps the students to understand some expressions in the text which students can deduce their meaning from the context: “since”, “mostly”, “unfortunately”, “did my business”, “latched”, “there not too long ago” “weird”, “goosebumps”, “wonder” Those sentences are paraphrased to clarify meanings.</p> <p>Next, the teacher and the students summarize the events ordering them in a chronological way. The teachers makes the students recognize that those events were remarkable and meaningful for the girl. Students recognize the girl’s feelings.</p> <p>During the reading of the third stage of the text (Reaction), the teacher asks the students to read sentence by sentence and makes them to focus their attention on specific linguistic features, and asks them these questions:</p> <p>What did the girl feel when she saw the ghost?</p> <p>Could she talk to the students who were in that restroom?</p> <p>Did her classmates believe her story?</p> <p>Did she go to that restroom again?</p> <p>The teacher continues the detailed analysis of the text pointing out the linguistic features used in the two last</p> | <p>A sequencing worksheet about the anecdote “3<sup>rd</sup> Floor Girls’ Restroom”</p> <p>Labelling activity with the words: orientation, remarkable events, and reaction.</p> <p>Large sheets of art paper.</p> <p>A game “Discovering the Mystery”: envelopments with clues, and a block of notes.</p> <p>A poster for analysis of anecdote text elements.</p> <p>A diagram to summarize the main</p> | <p>20 minutes</p> <p>S-S</p> <p>35 minutes</p> <p>S-S</p> <p>S-T</p> <p>15 minutes</p> <p>T-S</p> <p>S-T</p> <p>15 minutes</p> <p>S-S</p> <p>40 minutes</p> <p>S-S</p> |
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|  |  | <p>paragraphs of the texts while the students read each sentence. The students are guided to interpret the reaction of the girl explaining appraisal resources to notice the girl's feelings. These verb form functions are analyzed while the sentences are read by the students: "was trying", "asked", "don't know", "I'm going to", "don't want", "know", "feel", "try", "said", left, "shared", "believed", "dreaded", "am still thinking", "experience". Teacher guides the students to recognize the author's intention when using these verb tenses.</p> <p>Besides, some expressions and words are deduced from context: "scared", "cold", "right away".</p> <p>The teacher and students make a chart on the board completing with information related to the elements of the anecdote: orientation, events and reaction.</p> <p>The students receive a sequencing worksheet to put in order some events that happened in the anecdote "3<sup>rd</sup> Floor Girls' Restroom". They compare their answers with a partner, and finally, all the students give opinions to conclude with the appropriate order of events. <b>(guided)</b> Each student has a copy of the anecdote, and some labels with the words: orientation, remarkable event, and reaction. They have to label what they consider the anecdote begins, where they find a problem situation,</p> | <p>elements and stages of the anecdote "3<sup>rd</sup> Floor Girls' Restroom" Mystery in the Night"</p> | <p>15 minutes</p> <p>30minutes<br/>S-S</p> <p>30 minutes<br/>S-S</p> <p>30 minutes<br/>S-S</p> |
|--|--|--|---|--|

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|  |  | <p>and where they can read a reaction.<br/><b>(guided)</b></p> <p>Students share their own resolved photocopies in groups of three, discuss the solution, and make a conclusion about the possible stages identified.<br/><b>(guided)</b></p> <p>On large sheets of art paper each group present their conclusion about the possible stages identified; they have to use also an illustration that shows relation with each stage. <b>(free)</b></p> <p>The teacher gives feedback and makes conclusion reinforcing the features of each stage in an anecdote text. The students ask questions and are coming to a complete understanding of the overall structure of an anecdote text. The students stay for a game of “Discovering the Mystery”. Some students receive an envelope with some clues about the story, and the others receive questions and a block of notes where they have to take notes of the clues that they find. The questions and clues are related to the setting, character, and plot and feelings of the “3<sup>rd</sup> Floor Girls’ Restroom” story<br/><b>(guided)</b></p> <p>All the class gives information to complete a poster about the orientation, events, and reaction in the story “3<sup>rd</sup> Floor Girls restroom”.<br/><b>(guided)</b></p> |  |  |
|--|--|---|--|--|

|   |   |   |   |                    |
|---|---|---|---|--------------------|
|   |   | <p>In order to put together the knowledge about structure (orientation, remarkable events, reaction), and elements of an anecdote text (setting, character, plot, and feelings), students work with a diagram related to the story “3<sup>rd</sup> Floor Girls ‘Restroom’”.</p> <p>After that, in groups, students share and discuss to define one for the entire group, a relator presents the diagram and summarizes the events of the anecdote using the diagram. <b>(free)</b></p>  |   |                    |
| JOINT CONSTRUCTION (PREPARATION AND CONSTRUCTION) | Practice writing skill understanding the structure of an anecdote, expressing emotions and integrating linguistic features. | <p>The teacher models anecdote text writing and guides the students’ writing process collaboratively (planning, drafting, editing, and final draft). Teacher gives the students an envelope with 8 flash cards of the scenes of the anecdote. The students, in groups of 5, receive the images. Students look at them, organize them and answer some questions to elicit some vocabulary to help them and ask some questions to predict the story:</p> <p>When did it happen?</p> <p>What time did it happen?</p> <p>Where was the woman?</p> <p>Tell 8 actions in the story using the past tense (to elicit the verbs they are going to use)</p> | Flash cards with the scenes of the anecdote.<br>A map<br>mind to generate ideas | 120 minutes<br>S-T |

|                          |  |   |   |  |
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|                          |  | <p>What things did she see? Or hear?</p> <p>How did she feel?(to elicit feelings and emotions)</p> <p>What did she do? (to elicit actions for reaction).</p> <p>For the drafting, the teacher asks the students to propose the starting of the story writing on the board the students' ideas about the orientation of the story (students collaborate on the writing of the anecdote with appropriate written expressions, using the previous stages of the text and applying the linguistic features practice during this lesson). The students writes the clauses they create about the events and reaction on the board</p> <p>For editing, the teacher asks the students to read aloud the clauses encouraging them to read regarding the correct use of linguistics features and spelling. The teacher points out any mistake and helps them to do some correction.</p> <p>For the final draft the students write the text on their notebooks and ask them to propose a title for the text. They also can propose some extra details for the story.</p> |   |  |
| INDEPENDENT CONSTRUCTION | The students will be able to write an anecdote text following this order: orientation, | Students write their personal anecdote, expressing their emotions and remarkable events, following the stages of this genre. The text will be graded according to a rubric to help the students to apply specific items for the text (grammar usage, coherence,   | Rubric for writing evaluation of the personal anecdote. |  |

|  |                                  |   |  |  |
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|  | remarkable events, and reaction. | cohesion, genre features, spelling, and genuine text. |  |  |
|--|----------------------------------|---|--|--|

### Appendix 9 Rubric of evaluation of written text

| Final Anecdote Text Rubric                  |  |   |  |  |
|---|--|---|--|--|
| Criterion                                   | 4.6-5 (Advance)  | 4.0-4.5 ( Proficient )  | 3.9-3.5 (Basic)  | 2.9 or less (Below Basic)                                      |
| Orientation (10%)                           | The text contains The orientation stage. The description of the situation is clear. An unusual or strange event is included at the beginning of the text. The main characters are described. The reader can become engaged in the story. | The text contains the orientation stage. The situation is not described clearly. An unusual event happens in the story since the beginning. | The text introduces an unusual event that happens since the beginning in the story but the context is not described.                 | The text does not contain the orientation stage.               |
| Remarkable events (10%)                     | The events are chronologically organized. The events are clearly described. The writer shows feelings about the events.  | The writer narrates the events chronologically but doesn't show their feelings.   | The writer narrates the events but the reader can not follow the sequence of the events.   | The remarkable event stage only shows two events that happened |
| Reaction) (10%)                             | The writer presents the solution of the situation in at least three sentences and shows his/ her reaction describing a feeling after the solution of the situation   | The writer explains in at least three sentences how was the solution of the situation.  | The reader cannot follow the solution of the situation. The writer only expresses his or her feeling.                                | The text has no a reaction stage.                              |
| Linguistic features past tense forms) (10%) | The 90% of the past tense verb forms are used correctly. The writer also uses at least three expressions for the past and adverbs of sequence to connect the sequence of events.   | The 80% of the past tense verb forms are used without mistake. The writer uses at least one time expression of the past.                    | The 50% of past tense verb forms are used with visible mistakes. The writer does not connect the sentences with adverbs of sequence. | The 70% of past tense verb form are used incorrectly.          |
| Spelling and punctuation                    | 90% of the spelling completely suits   | The 80% of words are  | The spelling of the text is not  | The writer does not take into                                  |

|       |   |   |  |   |
|-------|---|---|--|---|
| (10%) | the English language.<br>End punctuation, commas in series. | written incorrectly.<br>Some end punctuation and commas in series are usually used. | accurate. Some words are written incorrectly. End punctuation and commas in series is rarely used. | accounts the correct spelling in English.<br>No end punctuation or commas are used. |
|-------|---|---|--|---|



## Appendix 10 Deconstruction text 1 A Scary Night

Title for prediction: What can

### A Scary Night

APPRECIATION: describing a dark, stormy night with flash of lightning and tapping sounds

#### ORIENTATION

It was a dark and stormy night. I was about to go to bed when I heard a tapping sound on my window. "Who's there?" I shouted. Suddenly there was a flash of lightning; I saw a face at the window. It looked like an alien ... an alien that I had seen on the television show, "the X files."

Personal: "I", "my" "me"

AFFECT: scared, too frightened, confused boy

#### REMARKABLE

I felt very scared. I ran to my bed and pulled my blanket over me. I called my parents but there was no reply. Then I remembered that they were at a fancy dress party.

I peeped out of my blanket but it was too dark to see anything. Then I heard footsteps. They were getting louder and louder. It was dark but I knew the way to my drawer where I kept my camera. I ran there and took out my camera and started to take pictures in the direction of the window. Soon the footsteps died off.

The grandfather clock struck ... Dong ... It was 12 midnight. I went back to my bed and tried to sleep. But I could not sleep. I felt too frightened. I sat up; my mind was full of thoughts. Time passed ... one o'clock, two o'clock, three o'clock, and four o'clock. Finally, I fell asleep.

Conjunctions:

#### REACTION

I woke up only after eight and decided to investigate. I found some footprints outside my bedroom window. I measured them with a tape and found them to be exactly the same size as my father's shoes. The footprints ended at the door of my house. I then went to town to get the film developed. But when I saw the photos I was shocked. They were black and I could hardly see anything. Then I remembered that I did not use the flash.

AFFECT: a nervous.

When I reached home I told my father the whole incident and he started to laugh. I started laughing too when he told me that he had dressed up as an alien for the party. Today, I am still amused to think I was so afraid of my own father.

AFFECT: happy and

The text's author (story

Story Copyright by Huang YiPeng

<https://www.vtaide.com/png/scary4.htm>

Source of the text: Funny short stories

Context of the story: at night, information about the character who watches amazing stories. He saw an alien.

Past events

Cronological order, connecting words: Then, soon, finally

Personal response, decisions, feelings: scary vs humorous experience

## Appendix 11 Deconstruction Text 2 - 3<sup>rd</sup> Floor Girl Restroom

### 3rd Floor Girls Restroom

Personal, First person (I,

Stage 1 Orientation

APPRECIATION (scary,

Context  
of the  
story

I have been reading some scary and kind of similar experiences about the unknown here in your ghost stories website. So I decided to share my own personal experience that happened when I was still in college.

I am now living here in California and my weird experience happened when I was 3rd year college at the Lyceum of the Philippines in Manila. I usually come in a little earlier before my first class and go straight to the library to read or review if I have a test or graded recitation in any of my subjects.

Since

When:  
connecting  
past events  
(conjunction)

Stage 2 Remarkable

One afternoon (I took evening classes when I was in 3rd year since mostly my major subjects was on nighttime) on my way to the library, I felt an urgency to use the restroom. I was already in the 3rd floor since the library was located there; I stopped by and went to the nearest restroom. Unfortunately, when I got there it was packed since the class was just over, so I decided to go to the other end restroom which to my surprise was empty. I seldom used the restroom on the 3rd floor since mostly my classes were downstairs on the second or first floor.

I went straight to the first cubicle and did my business. When I'm done as I was washing my hand and looking at the mirror, another student passed by behind me and went straight to the last cubicle. I even heard the latched when she closed the door. I did

not feel anything weird and as I was drying my hand two more students came in and they were even laughing and talking loud. To my surprise one of them went straight to the last cubicle which, still surprised me more, wasn't locked! I felt goosebumps and wonder; I just saw someone going in there not too long ago

Affect (surprised, nervous)

Prefixes  
and  
suffixes:  
Unknown  
,  
unfortun  
ately,  
mostly

Stage 3 Reaction

I was trying to gather my wit's and was about to say something when the other girl asked me if I was okay. I didn't know what to say or how I was going to answer her question and I didn't want to scare them, but all I knew at that moment was I felt weird and scared and cold. I just tried to smile at her and said "I'm okay" and left the restroom right away.

AFFECT

Personal  
response  
,  
feelings,  
decisions

I shared my experience to some of my close friends and classmate and they believed in me and even tried to use that restroom which I dreaded not to use again. Until now I'm still thinking about it and what I experienced.

AFFECT(nervous,  
thoughtful, confused girl)

By Mlah17

The text's author (user's profile in the internet

<http://www.yourghoststories.com/real-ghost-story.php?story=23602>

Source of the text (website for  
scary stories)

## Appendix 12 Flash cards for feelings- Warm up activity Text 1

Perform in front of the class and your classmates have to guess and express a sentence describing the mystery situation of each card.



**Appendix 13 List of verbs describing sounds.**

Mime the actions or make some of the noises with these verbs describing sounds.

**Blow****Play****Bark****Scream****Laugh****Cry****Ring****Open****Drive****Shoot****Sing****Knock****Say****Run****Yawn****Walk****Shout****Fall****Cough****Whistle**

## Appendix 14 Sequencing worksheet

## SEQUENCING WORKSHEET



Write first, second, third, fourth, or fifth to show the order of the events in

**“A Scary Night”**

I ran to my bed and pulled my blanket over my head.

I started laughing too when he told me that he had dressed up as an alien for the party.

I found some footprints outside my bedroom window. I measured them with a tape and found them to be exactly the same size as my father's shoes

I was about to go to bed when I heard a tapping sound on my window.

I ran there and took out my camera and started to take pictures in the direction of the window

### Appendix 15 labelling activity: orientation, remarkable events, and reaction

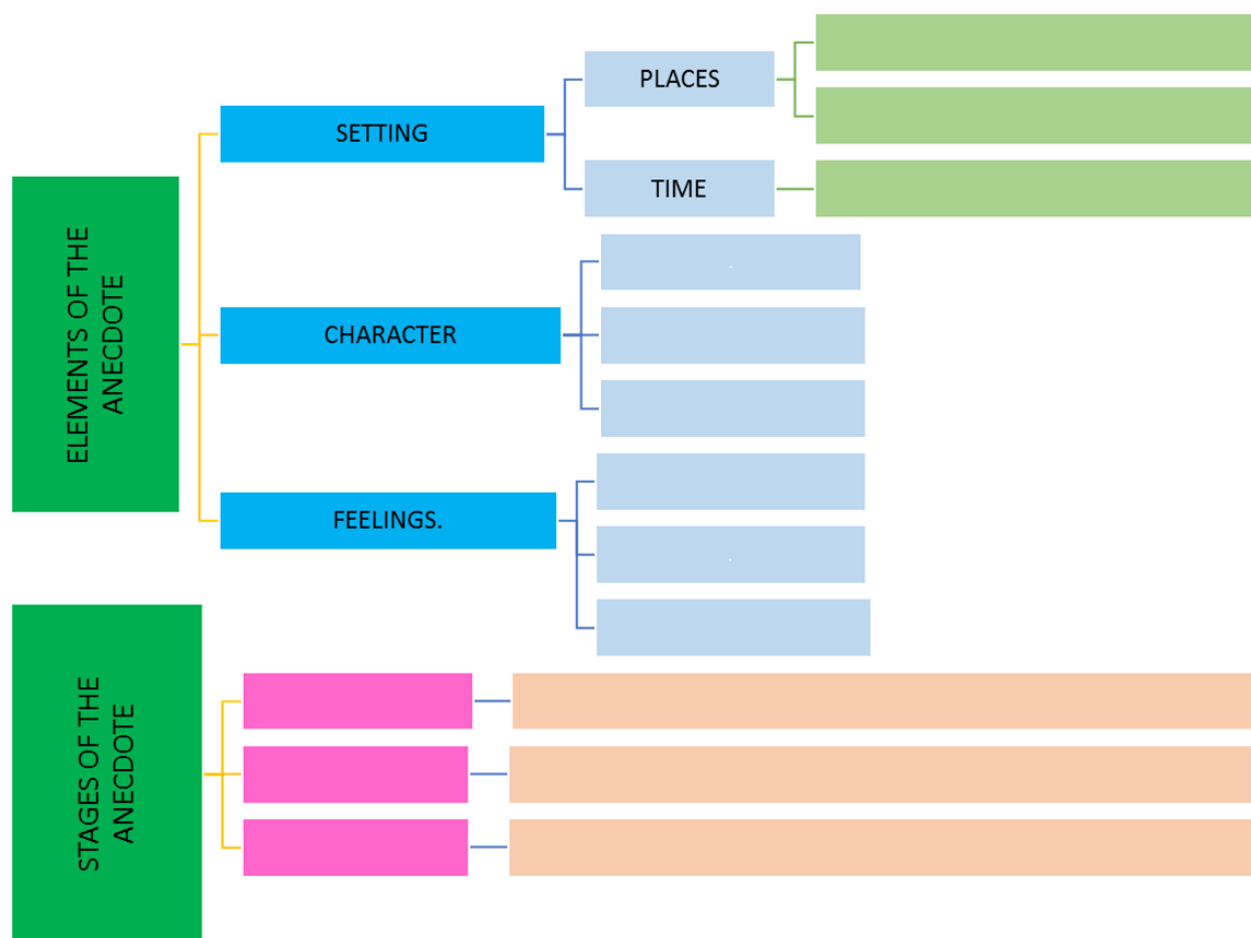
|   |  |
|---|--|
| Read the text, answer the following questions, and paste the corresponding label where you consider appropriate |  |
| Where do you consider the story begins and gives you important information?                                     |    |
| Where do you find a problem situation?  |  |
| Where can you read about emotions and feelings about the events?  |  |

### Appendix 16 Modeling Anecdote Writing- Old house picture

**MODELING- ANECDOTE WRITING:** imagine the mystery or scary situation that could happen in an old house from this picture and write an anecdote.





**Appendix 17 DIAGRAM: complete with the elements and stages of the anecdote**

## Appendix 18 Joint Construction activity- writing an anecdote base on a picture

### The old house

#### Orientation:

In a very dark night my family and I from Palmar arrived to an old **and abandoned** house in Texas. I **went** to my bedroom when **I heard** some footsteps. I **looked** through the window I **saw** a man, he **was dragging** something unknown. I couldn't see what it was. I **was nervous**.

#### Remarkable Events:

First, I **ran** to my parents and I **told** them the incident. They **did not believe** me. Then, I **decided** to look again through the window I **saw** the man digging in the garden. It **was too dark**. Finally, I **yelled** and the man looked at me **I was frightened**.

#### Reaction:

I **closed** the window when I **heard** someone knocking the door. My father **opened** the door. I **saw** two people with my father they **were** my uncle and my aunt. They **brought** **a big bag** for Halloween. I **was embarrassed** because the man I **saw** was my uncle.

801

Joint Construction (writing from an image of and old house)

## Appendix 19 Independent work- Students' anecdote samples

### An unforgettable experience

One Sunday, I **lived** an unforgettable experience, when I **went** to the church with my mother I **listened** to the Word of God and **received** the blessing. It's a nice teaching that I **received** from my parents since I **was** very young.

It **was** an unforgettable Sunday, I **put** on jeans, sweater and high platform sandals, I **was walking carefully**, walking the streets. When I almost got the church, my right foot bent, the platform of the sandals peeled off, I **felt** very sorry and sad because some people **saw** what **happened**, I immediately **picked** up the platform, feeling embarrassed, with one foot up and one down. In those moments my comfort **was** the words of my mother, who **said**: "Anyone can happen".

Finally, I **tried** to find a means of transport to get back to us but I **did not find it**. I had to walk with a discomfort until I **got** home. I will never forget this anecdote it for the shame that happened, remembering what **happened** I **have** fun and think that anyone can live that experience I had.

*Ana Karina Fontalvo .801*

## *The Farm*

Traditionally my family trip were to the beach, but in the holidays of 2010 when I was only 8 years old, adults **decided** to change that routine and decided that on that occasion we visited the farm where my grandfather worked, because invited us for a while.

First we were ready for the ride we were all happy, at the time of departure we split between my uncle's car and my dad's and the rest went by motorcycle. Being almost near the farm we **found** that the road was too narrow for the cars to pass by, so we left them **parked** near where we were and continue the road to foot. At most half an hour and the worst of the whole situation were the annoying insects, but after I **was walking** me **felt** tired; sweaty it was to be expected because we were in a mountain.

Then, I **asked** my Mom. "How long until she arrived?", which **made** her very angry and yelling at me saying "that even though I repeated the same question that was not going to make us arrive earlier" so I was still, but right the my grandmother **managed** to see that we were already arriving, and as soon as my cousin Brayan and I **said** it, we hurried there.

Soon, we **arrived** we **met** my grandfather who **was wearing** his nice hat, we had some hammocks that were tied in the trunk of trees that gave much shade, hardly my cousins and my sister saw them ran to take one meanwhile I admired the beautiful landscape and tried to play with the animals. All the young people had fun while the adults **prepared** to make sancocho.

Finally, at noon we all **gathered** on the terrace of the farm to have lunch, then I **rested** and continue playing with the animals, after a while I **ran** into a dog that **seemed** to have rage, because I was afraid of the dogs I ran and I **did not notice** a stone that caused me to stumble and scratch my knee, my grandfather **came up** to me carrying the dog tied to a rope and told me not to be frightened because the dog was harmless and also was still a puppy.

Already when it was dark all were parking, when my mother saw me decided to take me to a pool that was nearby because I was covered with sand, when I loved the list we **went** to look for the cars, and we **managed** to get there before it got dark. I told my mother what had happened to me, to which my sister listened and **laughed**. Since that day I have tried to lose them fear of dogs seeing that it is a fear a little ridiculous.

## THE DOOR

One night in my house, my sister and me, I **was** watching scary movies, it **was** twelve o'clock midnight, I already **wanted** to go to sleep, and my sister **went** to sleep too.

Just when I had **closed** my eyes, I felt like someone pushing strongly the door of my sister's bedroom. I was **scared** and I **went** to turn on the light of my room; my sister **yelled** that if it **was** me, I told her I wasn't. I left slowly her room and turned on the light. We **started** looking at the house, we **thought** someone was coming in but there was nobody in the house and everything was in place, finally, I **decided** to wait until our parents fell asleep. I was frightened.

The next day our parents **told** us that it could be a strong breeze that **opened** the door, I **was** so scared.

***Jose Fernandez 801***

## Appendix 20 Lesson Transcriptions

| TEXT 1- A scary Night. August 22 <sup>nd</sup> Video Warm up 1 Mireya Dominguez (Teacher) 8 <sup>th</sup> Grade |      |       |  |  |   |
|---|------|-------|--|--|---|
| Time video  | Turn | Actor | Discourse  | Category   | Comments  |
| 3:08  | 1    | T     | Pay attention to the instructions, please. I'm going to take a card. This is a card. One, two, three, four. Four cards.  | Instruction  |   |
|   |      |       | A student takes a card and read the instruction.   |  |   |
|   |      |       | One, two, three, four...   |  |   |
|   |      |       | You have to mimic. Ya? The action for the feeling, please. Who wants to participate and take a card? Who wants to participate? Who wants to participate? A volunteer, please   | Instruction<br>Ask for participation   |   |
|   | 2    | S     | Un voluntario?   | Use of Spanish   |   |
|   | 3    | T     | Yes, Come here. Christian? Come here! Christian do you want please, to come here?  | Ask for participation  |   |
|   | 4    | S     | No, no   | Negative Response  |   |
|   | 5    | T     | Christian you have to mimic. Only a mimic. Oh, Moises is going...  | Instruction  |   |
|   |      |       | Student reads the card   | Motivation   |   |
|   | 6    | T     | You have to mimic  | Instruction  |   |
|   |      |       | Student mimics (a witch)   |  |   |
|   | 7    | S     | Bruja  |  | Students answer in Spanish  |
|   |      |       | Students says bruja, bruja, bruja  |  |   |
|   | 8    | T     | You have to guess and think a sentence in English. Think about a sentence. Write the sentence. Who wants to write the sentence? Who wants to write this action? A sentence for this action? William? Who wants? How do you say that word? How do you say? Who wants? It's with "W" Who wants? A sentence. You know the action. What? Moises mimic? | Instruction<br><br>Ask for participation<br><br>Motivation<br><br><br><br>Question | Students are not confident to participate in class. I need to encourage them. |
| Video Warm up 2 (04:49)   | 9    | T     | Again. Pay attention to me. There are one, two, three, four cards. A volunteer from this group is going to take a card and also from this group. You are going to take a card. And you have to mimic the action. A volunteer from this. No? Moises? A volunteer from here. A volunteer. From that group, Moises?                                   | Instruction  |   |
|   |      |       | Students repeat one, two, three, and four. Students talks...   | Ask for participation  |   |
|   | 10   | S     | Para dramatizar, seño?   |  | Student asks for clarification using their language.                          |
|   |      |       | Students comments in Spanish... para dramatizar....  |  |   |
|   | 11   | T     | Yes. To mimic. Well. Warit is going.   |  |   |

|                             |    |    |   |  |   |
|-----------------------------|----|----|---|--|---|
|                             |    |    | Teacher and students clap. Teacher shows the cards to the students.   | Motivation                                   |   |
|                             | 12 | T  | First Moises. To mimic.   |  |   |
|                             | 13 | Ss | Leon. Planeta, Simio  |  |   |
|                             |    |    | Warit mimics.   |  | Students have fun with the activity           |
|                             |    |    | Students laugh and comment  |  |   |
|                             | 14 | T  | You have to write a sentence. From here. You are a  | Instruction Question                         |   |
|                             | 15 | S  | A monster   |  |   |
|                             |    |    | A Student writes You are a monster.   |  |   |
|                             | 16 | T  | Warit or Moises were good!  | Positive evaluation<br>Ask for participation |   |
|                             |    |    | A volunteer from here. Jesus. And from here. William? Jesus.  |  |   |
|                             |    |    | Students laugh.   |  |   |
|                             | 17 | Ss | Enfermo. Nervioso. Enfermo, nervioso. Señor nervioso.   |  | Students use Spanish for their answer         |
|                             | 18 | T  | Try to speak in English, please.<br>How do you say? How do you write? Do you want to write?   | Motivation Question                          | I encourage them to use English in class.     |
|                             | 19 | S  | Señor Yo.   |  | Students begin to ask for participation       |
|                             |    |    | Samuel writes on the board "You are a nervous"  |  |   |
|                             | 20 | T  | Samuel. You are ... what? You are a ... How do you write the sentence? How do you write nervous? How do you write nervous? Ayelen, do you want to write? That's write? That's correct? That word? | Scaffolding                                  | Students need help to understand the question |
|                             |    |    | Ayelen correct and writes nervous.  |  |   |
| Video Warm up 3 (02:21 min) | 21 | T  | Please another volunteer. A volunteer.  | Ask for participation                        |   |
|                             | 22 | S  | Señor el  |  |   |

|                                      | 23    | T     | Class participation. Juan! Juan! Daniel! Daniel....No? You can act.... Is for a woman or a man.   | Ask for participation   | I need to motivate the students to participate |
|--------------------------------------|-------|-------|---|---|--|
|                                      |       |       | Juan doesn't participate. He doesn't want to mimic like a witch. Daniel mimics like a witch.  |   |  |
|                                      | 24    | S     | Witch   | Scaffolding   | I help the students to get the answer          |
|                                      | 25    | T     | A student writes on the board the sentence "You are a witch"<br><br>Witch dabliu- ai- ti- eitch ok.<br>What do you feel? How do you feel? You are monster. You are a witch so... You are nervous  |   |  |
|                                      |       |       | Students repeat nervous   |   |  |
|                                      | 26    | S     | Nervous   |   |  |
|                                      | 26    | T     | What do you think about the activity? Good? Great?  | Evaluation  | Students liked the warm up activity            |
|                                      | 27    | Ss    | Yes.  |   |  |
|                                      |       |       | Students laugh  |   |  |
|                                      |       |       |   |   |  |
| <b>Video Building Up the Subject</b> |       |       |   |   |  |
| Time video                           | Turns | Actor | Discourse   | Category  | Comment  |
| 02:00 min                            | 28    | T     | Now you are going to work in pairs. You are going to read this list of verbs. This list is a list of verbs describing sounds please. Here. Take one and pass the other. Don't move. Only you have to pass. Take one and pass the other. Look up this. Everybody. The photocopy? The photocopy there? Yes? Pay attention. Look at this list. Look at this list. Listen to me. Look up this. In this activity. You have to mime the action or make some noises with the verbs describing sounds. Look up the list with your partner. Please with your partner. For example identify an action here and you have to mime. For example here if you... | Instruction (organizing the activity)<br><br>Instruction (about the activity) |  |
|                                      |       |       | Students take the photocopies and talk. Teacher goes around the classroom.  |   |  |



| August 24 <sup>th</sup> Video Building the Context |   |   |  |  |                                  |
|--|---|---|--|--|----------------------------------|
| 30:49 min  | 1 | T | Discourse  | Category   | Comments.                        |
|  |   |   | <p>This is a list describing sounds. Jardel. Look at the list, please. Look at the list and listen to me the pronunciation of these verbs describing sounds. Pay attention:</p> <p>Blow, play, bark, scream, laugh, cry, ring, open, drive, shoot, sing, knock, say, run, yawn, walk, shout, fall, cough, whistle.</p> | <p>Instruction</p> <p>Modelling (Pronunciation)</p>              |                                  |
|  |   |   | <p>Students listen to me. Some students repeat cough, whistle.</p>   | Instruction  |                                  |
|  |   |   | <p>So, You have to mimic an action. Or you have to do a sound. For example. You have to mimic “Cry”</p>  | Modelling (the activity)   |                                  |
|  |   |   | <p>Teacher mimic cry and make the sound- Students laugh.</p> <p>Hay gente que llora aloud. Cómo?</p>   |  |                                  |
|  | 2 | S | Cry  |  |                                  |
|  |   |   | Students cry and laugh   |  |                                  |
|  | 3 | T | <p>Who wants to mimic an action or do a sound? For example Christian, select another action. You have to do the action. Do the action, please. Christian is doing an action. What is it?</p>   | <p>Ask for participation</p> <p>Motivation</p> <p>Initiation</p> |                                  |
|  |   |   | Christian stands up and opens a window   |  |                                  |
|  | 4 | S | Open.  | Response   |                                  |
|  | 5 | T | <p>Yes. This is open. Cesar do the action. What does it mean</p>   | <p>Evaluation</p> <p>Initiation</p>                              | Students identify the action and |
|  |   |   | Cesar stands up and close a door.  |  | answer in English                |
|  | 6 | S | Close  | Response   |                                  |

|  |    |   |   |                           |  |
|--|----|---|---|---------------------------|--|
|  | 7  | T | Cesar, do the action.                             | Instruction               |  |
|  |    |   | Cesar stands up and closes a widow.               |                           |  |
|  |    |   | What does it mean? What does it mean? What is it? | Question                  |  |
|  | 8  | S | Close   | Response                  | Students identify the action and words in English through the mimics |
|  | 9  | T | Yes, close.                                       | Positive evaluation       |  |
|  |    |   | Anyone? Anyone?                                   | Ask for participation     |  |
|  |    |   | Someone cry                                       | Ask for the participation |  |
|  |    |   | Brayan? Yes?                                      | Instruction               |  |
|  |    |   | Do the action.                                    | Initiation                |  |
|  |    |   | What is this? What is this sound?                 |                           |  |
|  | 10 | S | Cry   | Response                  |  |
|  | 11 | T | Yes, cry.   | Positive evaluation       |  |
|  |    |   | Who wants to do the action? Yes. Sergio?          | Ask for participation     |  |
|  |    |   | Sergio stands up and does the action of play.     |                           |  |
|  |    |   | This is?  | Initiation                |  |
|  | 12 | S | Play  | Response                  |  |
|  | 13 | T | Another one?                                      | Ask for participation     |  |
|  |    |   | Someone barks                                     |                           |  |
|  |    |   | What is this sound? What is this sound?           | Initiation                |  |

|  |    |   |  |   |                                |
|--|----|---|--|---|--------------------------------|
|  | 14 | S | Bark. Bark   | Response  |                                |
|  | 15 | T | Yes, Bark.<br>Another one, please. Another one. Stand up. Do the action. | Positive evaluation<br>Ask for participation                |                                |
|  |    |   | Alex stands up and shoots  |   |                                |
|  |    |   | What is this sound?  | Initiation  |                                |
|  | 16 | S | Shoot, Shoot   | Response  |                                |
|  | 17 | T | Shoot.<br>Another one? Please Jardel? Juan Camilo?                       | Positive evaluation<br>(Repeating)<br>Ask for participation |                                |
|  | 18 | S | Seño!  |   | Students ask for participation |
|  | 19 | T | Do the action  | Instruction   |                                |
|  |    |   | Jesus stands up and runs around the classroom.                           |   |                                |
|  |    |   | What is this?  | Initiation  |                                |
|  | 20 | S | Run, run   | Response  |                                |
|  | 21 | T | This is run.<br>And this is what?  | Positive evaluation<br>Initiation                           |                                |
|  |    |   | I walk. Students guess.  |   |                                |
|  |    |   | I did what?  | Question (To identify an action)                            |                                |
|  | 22 | S | Walk, walk   | Response  |                                |
|  | 23 | T | And this? Hello  | Question (To identify an action)                            |                                |
|  |    |   | I also mimic hello   |   |                                |
|  | 24 | S | Say  | Response  |                                |

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|----|----|---|--|---|--|
|    | 25 | T | Say. Yes. Say.<br>And another one. Look at this. | Positive evaluation   |  |
|    |    |   | I knock the door                                 |   |  |
|    | 26 | S | Knock  |   |  |
|    |    |   | Tocar, tocar                                     |   |  |
| 27 |    | T | Knock  | Positive evaluation   |  |
|    |    |   | I mimic Blow                                     |   |  |
| 28 |    | S | Blow   |   |  |
| 29 |    | T | Yes blow.  | Positive evaluation<br><br>Question (To identify an action)                               |  |
|    |    |   | I cough  |   |  |
|    |    |   | What is this sound?                              |   |  |
| 30 |    | S | Cough  | Response  |  |
|    |    |   | Toser, toser                                     |   |  |
| 31 |    | T | Yes , cough                                      | Positive evaluation<br><br>Question (To identify an action)                               |  |
|    |    |   | I mimic “fall”                                   |   |  |
|    |    |   | What is this?                                    |   |  |
| 32 |    | S | Fall   | Response  |  |
| 33 |    | T | Good. Fall. Yes, very good, very good.           | Positive evaluation<br><br>Question (To clarify students’ doubts)<br><br>Gives an example | The activity with mimic engaged the students and I could encourage their participation |
|    |    |   | Another vocabulary you don’t know?               |   |  |
|    |    |   | Please. For example shout?                       |   |  |
| 34 |    | S | Someone shouts                                   |   |  |
|    |    |   | Scream, shout                                    |   |  |
| 35 |    | T | Teacher laughs                                   |   |  |

|  |    |   |  |   |   |
|--|----|---|--|---|---|
|  | 36 | S | Laugh  |   |   |
|  | 37 | T | <p>Yes. Laugh. And now you are going to write some sentences about what you heard. Please. You have to write “I heard someone crying”</p> <p>I write “I heard someone crying” on the board. And underline the word crying</p> <p>Someone, maybe Moises. I heard someone crying. You have to use here -ing form. I heard because I did it. Hear or listen to is the same. Heard is the past tense of hear. What did you hear?</p> <p>I write “What did you hear? On the board.</p> <p>I heard someone. Heard is the past tense. This is the past tense. Now try to write sentences about what you heard. Well vamos a escribir. What did you hear Moises?</p> <p>Moises goes to the board and writes.</p> | <p>Instruction (Activity)</p> <p>Modeling</p> <p>Modeling</p> <p>Explanation (the structure and verb forms)</p> <p>Explanation (the structure and verb forms)</p> <p>Initiation</p> | Students could say what someone did through a previous structure using the vocabulary.            |
|  | 37 | S | <p>I heard a dog barking</p> <p>Student only writes</p>  | Response  |   |
|  | 38 | T | <p>Good. I heard a dog barking. Who was the dog? Brayan? Brayan was the dog.</p> <p>You have to pay attention and use the -ing form – barking.</p> <p>Another student goes to board and writes.</p>  | <p>Positive evaluation</p> <p>Explanation/Instruction (about the verb form)</p>   |   |
|  | 39 | S | <p>I heard someone playing</p> <p>Student only writes</p> <p>Seño, seño</p>  |   | Students ask for participation. They are using sentences in affirmative form using the structure. |
|  | 40 | T | Good. I heard someone playing. Maybe... Another one.   | Positive evaluation   |   |

|  |    |   |   |   |  |
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|  |    |   | Seño, Seño Yo- Students raise their hands to participate.   |   | Students' motivation increases. Most of them want to participate in the activity |
|  | 41 | S | I heard someone opening the door  |   |  |
|  |    |   | Student only writes and read with me the sentence.  |   |  |
|  | 42 | T | I heard someone opening the door? Or the window? Pay attention you have to use crying, barking, playing, opening. Another one? Brayan?  | Instruction (about the verb form)   | Students ask for participation   |
|  |    |   | Seño, Seño yo   |   |  |
|  | 43 | S | I heard someone closing the door  | Positive evaluation<br><br>Instruction (about the verb form)                    | The students need help with the pronunciation. I model them the reading.         |
|  |    |   | Student only writes and reads with me the sentence.   |   |  |
|  | 44 | T | Good. Brayan read the sentence. I hear someone closing the door. So Pay attention to the forms crying, barking, playing, opening, closing.  |   |  |
|  |    |   | Seño, seño yo- students wants to participate.   |   | Students ask for participation   |
|  | 45 | S | Seño, Seño  |   | Students ask for participation   |
|  | 46 | T | And now you are going to do some sentences in the negative form with I didn't. I didn't hear. Look at the form I didn't and the base form hear. Usamos la forma base. No usamos el pasado. I didn't hear someone. Algo que no escuchaste. | Instruction (about the activity)<br>Explanation (Verb form/ Negative sentences) | They are using sentences in the negative form using the structure.               |
|  |    |   |   | Use of Spanish  |  |
|  | 47 | S | Someone<br><br>A student writes on the board: I didn't hear someone screaming   |   |  |

|     |   |  |   |  |
|-----|---|--|---|--|
| 48  | T | Jardel Someone.<br>I didn't hear someone. Jardel read the sentence.<br>Another one. In the negative form. I didn't hear.<br>In a positive form. I heard, but in the negative I didn't. Christian me puedes explicar? Do you understand? Si me entiendes Christian? ¿Cómo me puedes explicar? Si voy a decir algo que escuche digo I heard...pero si voy a decir algo que no escuche digo I didn't hear. Hear – heard | Negative evaluation<br>Correct pronunciation                        | I need to control student's attention.   |
|     |   | Christian answers:<br>I heard.... I didn't hear  | Explanation about Verb form<br><br>Use of Spanish<br><br>Control    |  |
| 49  | S | I didn't hear someone shouting<br><br>Student only writes on the board   |   | Students write the sentences on the board. They avoid to read because of their bad pronunciation. I need to model the reading. |
| 50  | T | Read.<br>I didn't hear someone shouting.   | Motivation (to read)<br>Modeling (the reading)                      | Students are encouraged to read in English.  |
| 51  | S | I didn't hear someone opening  |   |  |
| 52  | T | Yes, I didn't hear someone opening the what? The door? Or the window?  | Scaffolding   |  |
| 53  | S | The door   |   |  |
| 54  | T | Read. I didn't hear someone opening the door.<br>Entonces. Si expresamos que oímos algo usamos I heard. Pero si vamos a decir que no escuchamos usamos I didn't hear.  | Motivation (To read)<br>Modeling<br><br>Explanation (Using Spanish) | Students need clarification with explanation in their language.  |
| 55. | S | I didn't hear someone driving  |   |  |
| 56  | T | Look at. I didn't hear someone driving what? A car? A truck? A taxi?   | Scaffolding   |  |

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|  | 56 | s | A car.  |   |  |
|  | 57 | T | <p>Look, someone is missing here. I didn't hear someone driving a car. A truck or a taxi.</p> <p>Yes. Now we are going to listen to a story in sound. You have to pay attention to the story. You have to imagine what happened in the story. Listen to the story, please. Listen please. Listen to the story.</p> <p>Silencio. Escuchen. Students are in silent and listen to the story.</p> | <p>Negative evaluation</p> <p>Instruction (organizing the activity)</p> <p>Instruction (about the activity)</p> | I need to control students' attention                      |
|  | 58 | S | Wow. Students shout   |   | Engagement with the activity. Students enjoyed the sounds. |
|  | 59 | T | <p>What happened? What do you think that happen in the story? What happened? What did you hear? Answer in English using the structure I heard... Moises... I heard</p>  | <p>Question</p> <p>Motivation( to speak)</p> <p>Scaffolding</p>   |  |
|  | 60 | S | I heard someone blowing   |   |  |
|  | 61 | T | <p>Someone blowing'...maybe I heard the wind blowing</p> <p>I write on the board the word wind</p>  |   |  |
|  | 62 | S | I heard the wind blowing.   |   |  |
|  | 63 | T | <p>What happened. What kind of story. Is it a what? Is it a happy story? Or maybe? How did you feel? Were you happy? It was a mystery story or a happy story?</p> <p>Students don't answer.</p> <p>What was the sounds about?</p>   | <p>Question</p> <p>Scaffolding</p>  | Students need help to understand the question              |
|  | 64 | S | A dog barking   |   | Student begins to answer in English and use the vocabulary |
|  | 65 | T | <p>Yes, A dog barking. What was the sound? It was an airplane? What transportation as it? An airplane? a car? Was it a car? A taxi? A truck? What transportation was it?</p>  | <p>Positive evaluation.</p> <p>Question</p> <p>Scaffolding</p>  |  |



|  |    |   |  |   |   |
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|  |    |   | <p>I write the word transportation on the board</p> <p>Listen to the sound again- (students listen only the sound of the transportation from the audio). What was the transportation of the story?</p> |   |   |
|  | 66 | S | <p>Ambulancia</p> <p>Bomberos, ambulancia</p>  |   | Student use their language to answer. They show their lack of vocabulary    |
|  | 67 | T | <p>What sound was it? What transportation was it? Was an ambulance? An ambulance? Pay attention. Listen to the sound again. Was it an ambulance? Really?</p>   | Scaffolding                                 |   |
|  |    |   | Students listen again the sound .  |   |   |
|  | 68 | S | Una nave espacial  |   |   |
|  | 70 | T | ¿Cómo se dice nave especial en inglés?   | Question<br>Use of Spanish                  | Students show their lack of vocabulary. They don't know the Word in English |
|  | 71 | S | Omnis  |   |   |
|  | 73 | T | <p>Nave espacial. Le dicen también omnis. Como se dice en inglés. Alguien sabe?</p>  | Use of Spanish<br>Scaffolding               | I give them the Word in English, they guess the meaning.                    |
|  |    |   | Students don't answer. Students comment  |   |   |
|  |    |   | <p>Well les dicen UFO ¿Qué significa? ¿Las letras que significan?</p> <p>I write UFO on the board?</p>   |   |   |
|  | 74 | S | Objeto desconocido   |   |   |
|  | 75 | T | <p>Decimos en inglés unknown flying object. Objeto volador no identificado.</p> <p>I write each word on the board.</p>   | Defining a word meaning.<br>Use of Spanish. | Students guess the word meaning   |
|  | 76 | S | Omnis. Objeto desconocido.   |   |   |
|  | 77 | T | In this class we are going to read a story about omnis. Did you read about omnis? ¿Han leído sobre   | Question<br>Asking for participation        | I explore student's previous  |

|  |    |   |   |  |  |
|--|----|---|---|--|--|
|  |    |   | objetos voladores? Que sabes de los objetos voladores. ¿Moisés has leído?   |  | knowledge about UFOs   |
|  | 78 | S | ¿Si he leído? Y Películas.  |  |  |
|  | 79 | T | Cesar, Jesús, pay atención...Listen. Moisés ha leído de objetos voladores. Listen. Jesús, ¿no sabes nada? ¿Has visto alguno? ¿Cómo son? ¿Quién puede dibujar uno? | Asking for participation                                   |  |
|  | 80 | S | Extraterrestre<br><br>A student draws an alien  |  | Students show their previous knowledge about UFOs through drawings on the board.               |
|  | 81 | T | Look at. ¿Cómo se dice en ingles extraterrestre? ¿Cómo se dice? Write please.   | Asking for participation                                   |  |
|  | 82 | S | Extraterrestre  |  |  |
|  | 83 | T | Aliens. Son aliens? Quien dibuja una nave espacial? An UFO?   | Asking for participation<br>Question (to represent a word) | Students show their previous knowledge about aliens through drawings.                          |
|  | 84 | S | Aliens<br>Student writes alliens and draws an UFO<br><br>Students laugh about the drawings.   |  |  |
|  | 85 | T | Yes. Listen the sound. It was an UFO. Listen the sounds of aliens<br><br>Students agree and laugh. Some students continue drawing aliens and UFOs on the board.   | Positive evaluation.                                       | Students got the word meaning through images.<br><br>Students showed motivation for the topic. |

| Agosto 24 Video Deconstruction Text title- reading aloud |      |       |  |  |   |
|--|------|-------|--|--|---|
| Time video   | Turn | Actor | Discourse  | Category   | Comment   |
| 28:33 min  | 1    | T     | Silent please. My dear friends you are talking a lot. Yes, Now we are going to read a text about a personal experience. So, look at the presentation this is the title of the text. A scary night. | Control<br><br>Instruction(organizing the activity)<br><br>Instruction ( about the activity) | I need to control students' attention           |
|  |      |       | Students talking<br>Teacher turns off the light of the classroom and use the board.  |  |   |
|  | 2    | S     | A scary night  |  |   |
|  | 3    | T     | A scary night. What do you think is this text about? What do you think?  | Question<br>Asking for participation.  |   |
|  | 4    | S     | Scary  |  |   |
|  | 5    | T     | Scary night. What do you think?  |  | I use the strategy of prediction from the title |
|  | 6    | T     | Scary night.   |  |   |
|  | 7    | T     | What do you think? The story happens in the morning, in the afternoon or at night?   | Scaffolding  |   |
|  | 8    | S     | At night.  |  |   |
|  | 9    | T     | At night. Scary. What does it mean? What color is the night?   | Scaffolding  | I help the students to predict from             |

|  |    |   |   |                                     |   |
|--|----|---|---|-------------------------------------|---|
|  |    |   |   |                                     | the title of the text   |
|  | 10 | S | Black   |                                     |   |
|  | 11 | T | So. Black is. Black is nice? Black is beautiful? Black is what? How do you feel at night? The night here is a scary night. Sometimes night are beautiful, sometimes night are nice. But this night is a scary night. What kind of story is this? This story is about what? Something happy or something bad? Good or bad? At night? | Scaffolding                         | I help the student to predict from the title of the text.               |
|  | 12 | S | Good?   |                                     |   |
|  | 13 | T | Good? That's a scary night. Is good? Is it a good and happy night?  | Negative evaluation.<br>Scaffolding |   |
|  | 14 | S | Yes<br><br>No   |                                     |   |
|  | 15 | T | Why? What do you think? Por qué piensas que no es Buena noche. What happened? What do you think? Imagine. Imagine. What happened? What happened in a scary night?   | Scaffolding                         | I ask for reasons to support their answers.                             |
|  | 16 | S | Rainy   |                                     | Students give a reason for their answer. Students only say a word.      |
|  | 17 | T | Maybe   |                                     |   |
|  | 18 | S | Rainy   |                                     |   |
|  | 19 | T | Maybe rainy or maybe. It's a scary night. What do you think? A scary night. Sulainys, what do you think? A scary night. What do you think? What do you imagine? Happen in a scary night?  | Scaffolding.<br>Initiation          | I promote class interaction by asking question to a particular student. |
|  | 20 | S | Something bad   | Response                            |   |

|  |    |   |  |  |   |
|--|----|---|--|--|---|
|  | 21 | T | Something bad. Something bad. Maybe. ¿Que te imaginas tú? Camila. What do you think? In a scary night. What happens? | Evaluation (Repetition)  | Students are not confident about their answer                   |
|  |    |   | Student doesn't speak aloud.<br>No answer  | Initiation   |   |
|  | 22 | T | Ah? No te escucho. Habla duro.   |  |   |
|  | 23 | S | Una mala noche.  | Response   | Student know the reason and they say it in their language.      |
|  | 24 | T | ¿A qué le llamas una mala noche?   | Initiation<br>Use of Spanish<br>Question (to identify an expression meaning) | I promote interaction trying to identify an expression meaning. |
|  | 25 | S | Fantasma.  | Response   |   |
|  |    |   | Se aparece alguien   |  |   |
|  | 26 | T | ¿Se aparece alguien?   | Evaluation (Question)  |   |
|  | 27 | S | Robbers  |  |   |
|  | 28 | T | Robbers  | Evaluation (repetition)  | Students give reasons for their answer                          |
|  | 29 | S | Accident   |  |   |
|  | 30 | T | Accident. Maybe an accident  |  |   |
|  | 31 | S | Ambulance  |  |   |
|  | 32 | T | Ambulance?   |  |   |
|  | 33 | S | Una tragedia   |  |   |
|  | 34 | T | A tragedy  | Evaluation (giving an Word in English)                                       |   |

|       |    |   |  |   |  |
|-------|----|---|--|---|--|
|       | 35 | S | A tragedy  |   |  |
|       | 36 | T | It's a scary night. Scary. In a scary night you are nervous or you are happy or you are nervous?   | Scaffolding<br>Question (to identify feelings)                    | I help them to predict about feelings in the text.   |
|       | 37 | S | Nervous  |   | Student predict feeling in the text.   |
| 44:58 | 38 | T | Nervous. In a scary night. You are nervous. Why you are nervous? Because something bad happens. Something bad happens.<br><br>Well, now we are going to read this story. I'm going to give you a paper with the story a photocopy. Take one and pass the others here. Yours. Take one and pass the one. Take one and pass the other. Don't stand up. For you. Everybody has the paper.   | Positive evaluation.<br><br>Instruction (organizing the activity) | I let the students know that there are going to read a text, a story. Some of them like the proposal, but other ones show their dislike. |
|       |    |   | La mìa   | Control   |  |
|       | 39 | T | Everybody. Pay attention   | Control   |  |
|       |    |   | Hey, falta una   |   |  |
|       | 40 | S | Quedaron esas seño.  |   |  |
|       | 41 | T | Well. You have to pay attention with the pronunciation here. Look at this. Look at this. Listen to me. Listen to me. Listen to me. Only listen to me. In silence. Esperemos que los compañeros nos puedan colaborar. Scary Night. Oh, the power presentation is not clear. So you have to look at the paper. We are not going to use this power presentation because the board is not clear. So you have to listen and follow the reading. | Control   | Use of photocopy with the text.<br><br>Text is displayed on the board. Use of technology<br><br>I need to control some                   |
|       |    |   | Students whistle<br><br>The text is displayed on the board.<br><br>Silence   | Instruction (about the activity)<br><br>control                   |  |

|  |    |   |   |   |  |
|--|----|---|---|---|--|
|  |    |   |   |   | students' attention.   |
|  | 42 | T | <p>Pay attention to the pronunciation please. Jesus, sit down well, please. Scary night.</p> <p>Students whistle<br/>The text is displayed on the board.<br/>Silence</p>  | control   |  |
|  | 44 | T | <p>Scary night. Oh, the power presentation is not clear. So you have to look at the paper. We are not going to use this power presentation because the board is not clear. So you have to listen and follow the reading.</p> <p>Teacher turns on the lights<br/>Students look at the papers.</p>  | Instruction ( organizing the activity)                      |  |
|  | 45 | T | <p>A scary night. It was a dark and stormy. Sorry please. I'm. You have to follow the pronunciation of the story. Jardel. You have to follow. You have to follow. Sit down well please. You have to follow the pronunciation. And your photocopy? Please here you are. You have to follow the pronunciation. Jardel. You have to follow the pronunciation. Here. Follow the pronunciation. Pay attention. Because then you are going to read. Sentence by sentence, clause by clause.</p> <p>It was a dark and stormy night. I was about to go to bed when I heard a tapping sound on my window. Who's there? I shouted. Suddenly, it was a flash of lightening. Lightening</p> | <p>Modelling (reading and pronunciation)</p> <p>Control</p> | I began the reading aloud activity. Students listened the whole story. Most of them got a general idea of the story. |
|  | 46 | S | Whistle   |   |  |
|  | 47 | T | <p>Sorry. Your paper. You are not reading. Pay attention because you are going to read first. Ya? So, suddenly, it was a flash of lightening. I saw a face at the window. It looks like an alien, an alien that I had seen on the television show the X files. I felt very scared. I ran to my bed and pulled my blanket over my head. I started to shout on my parents but there was no reply. Then I remembered that they were at a fancy dress party.</p>  | <p>Control</p> <p>Modelling (reading)</p>                   |  |
|  | 48 | S | At a fancy dress party.   |   |  |

|       |    |   |   |                                 |  |
|-------|----|---|---|---------------------------------|--|
|       | 49 | T | Don't repeat. Only listen. Follow the reading. Viloria you have to follow the reading, the sentences. Third paragraph. I peeped out of my blanket but it was dark to see anything. Then I heard footsteps. They were getting louder and louder. It was dark but I knew the way to my drawer where I kept my camera. I ran there and took my camera and started to take pictures on the direction of the window. Soon the footsteps died off. The grandfather clock struck- Dong- It was twelve midnight. I went back to my bed and tried to sleep. But I couldn't sleep. I felt too frightened. I sat up. My mind was full of thoughts. Time passed. One o'clock, two o'clock, three o'clock, four o'clock. | Control Modeling (reading)      |  |
|       |    |   | Teacher mimic footsteps   |                                 |  |
|       |    |   | One o'clock, two o'clock, three o'clock, four o'clock.  |                                 |  |
|       |    |   |   | Modeling ( actions of the text) |  |
|       | 51 | T | Finally I fell asleep. I woke up only after eight and decided to investigate. I found Some footprints outside my bedroom window. I measured them with a tape and found them to be exactly the same size as my father shoes  | Modeling (reading)              |  |
|       |    |   | Bedroom window  |                                 |  |
|       |    |   | Students whistle  |                                 |  |
| 13:21 | 52 | T | The footprints ended at the door of my house. I then went to town to get the film developed. But when I saw the photos I was shock. They were black and I could hardly see anything. Then, I remember that I did not use the flash. When I reached home I told my father the whole incident and he started to laugh. I started laughing too when he told me that he had dress up as an alien for the party. Today. I am still amused to think I was so afraid of my own father. Who writes this story? Who? Who writes this story? Who? Who is the author? The writer of the story? Who is?   | Modeling (reading)              |  |



|  |    |   |   |   |  |
|--|----|---|---|---|--|
|  |    |   |   | Scaffolding<br>Question                     | I use the strategy of scanning information from the text asking for the text's author. |
|  | 53 | S | ¿El autor?  |   | Students ask for clarification   |
|  | 54 | T | Yes. Who is? The author. The writer. Who is the writer? Brayan, who is the writer? The author?<br>¿Who is? Quien escribe la historia? ¿Carmen?<br>¿Juana? Ah?   | Scaffolding                                 | Student need help to scan the information from the text.                               |
|  |    |   | Students don't answer   |   |  |
|  | 55 | S | Juana   |   |  |
|  | 56 | T | Ah? Como se llama?  |   |  |
|  | 57 | S | Juan Yipe   |   |  |
|  | 58 | T | Dice Huang Yipeng. The author is. At the end of the text is the writer of the story. The writer of the story is Huang Yipeng. What web page is it? Look at the web page. Where is this story from? Where can we find this story? ¿Dónde la podemos encontrar?<br>¿Dónde? En que página la podemos encontrar Ah?   | Explanation ( about the author of the text) | I use the strategy of prediction from the text source.                                 |
|  |    |   | Students don't answer<br>I point on the last part of the text.  | Use of Spanish                              | I need to use Spanish to get answers.  |
|  | 59 | S | www. vtaide.come  |   |  |
|  | 60 | T | What kind of web page is it? What kind of text can you find on this page? Video games? Video games?   | Question<br>Scaffolding.                    | Students need help to predict information  |
|  |    |   | Students whistle<br>Students don't answer.  |   |  |
|  | 61 | T | Look at. What happen to you? Jardel. What kind of text is this? In this page can you find video games? For example? Uh. Jardel. Pay attention to me. Samuel what kind of story can you find in this page? Cesar. Is it. This is <a href="http://www.vtaide.com">http://www.vtaide.com</a> . What kind of stories can you find here? What kind of stories can you find here? Happy stories? Happy stories? | Scaffolding                                 | Students need help to predict information  |
|  |    |   | Students don't answer   | Initiation                                  |  |

|       |    |   |  |                                      |   |
|-------|----|---|--|--------------------------------------|---|
|       |    |   |  |                                      |   |
|       | 62 | S | <a href="http://www.vtaide.com">http. www.vtaide.com</a>   | Response                             |   |
|       | 63 | T | Sulainys, what kind of stories can you find here?<br>Happy stories or scary stories.   | Initiation                           | I promote interaction to get answer from particular students.   |
|       | 64 | S | Scary stories  | Response                             | Students finally could predict from the text source.  |
| 16:36 | 65 | T | Scary stories. This is a scary story. So, in this page you can find others. This is a scary night. The story. I need to read again the story. So, I'm going to read again the story. Pay attention to the pronunciation please. Because I am going to ask you some questions about the story. Pay attention. Again. Listen and follow the text please. Jardel, Cesar. Jardel, sit down well, please. Pay attention to the reading. Juan Camilo, your paper, please. You have to follow the story. I'm going to read again. Pay attention. Because you are going to read then. Yah? | Evaluation                           |   |
| 17:33 |    |   | A scary night. It was about to go to bed when I heard a tapping sound. Look at the students that they are follow the story. Come here, please. Moises, please. They are following the story.   | Instruction (about the activity)     |   |
| 18:00 |    |   | It was a dark and stormy night. It was about to go to bed when I heard a tapping sound on my window. Who's there? I shouted. Suddenly, there was a flash of lightening. I saw a face at the window. It look like and alien that I had seen on the television show The X files.   | Control                              | I need to control some students' attention.   |
|       |    |   | Look at the text. Look at the paper and follow the sentences. I felt very scared. I ran to my bed and pulled my blanket over my head. I started to shout for my parents. But there was no reply. Then I remembered that they were at a fancy dress party. I peeped out of my blanket.  | Modeling (reading and pronunciation) | Students pay attention to the activity of reading aloud. They try to follow the text. I noticed that it is hard for them to follow the reading. |
|       |    |   | You have to follow the text. Sit down well and follow the text please.   | Control                              |   |
|       |    |   |  | Modeling (reading and pronunciation) |   |

|       |    |   |  |                                   |  |
|-------|----|---|--|-----------------------------------|--|
|       | 66 | S | Sientate bien, Por favor.  | Control                           |  |
|       | 67 | T | <p>I peeped out of my blanket but it was too dark to see anything. Then I heard footsteps. They were getting louder and louder. It was dark, but I knew the way to my drawer where I kept my camera. I ran there and took out my camera and started to take pictures in the direction of the window. Soon the footsteps died off.</p> <p>The grandfather clock struck. Dong. It was 12 midnight. I went back to my bed and tried to sleep. But I could not sleep. I felt too frightened. I sat up; my mind was full of thoughts. Time passed. One o'clock, two o'clock, three o'clock, and four o'clock. Finally, I fell asleep.</p> <p>I woke up only after eight and decided to investigate. I found some footprints outside my bedroom window. I measured them with a tape and found them to be exactly the same size as my father shoes.</p> <p>-You have to follow the sentences, please.</p> <p>The footprints ended at the door of my house. I then went to town to get the film developed. But when I saw the photos I shocked. They were black and I could hardly see anything. Then I remembered that I did not use the flash.</p> <p>When I reached home I told my father the whole incident and he started to laugh. I started laughing too when he told me that he had dressed up as an alien for the party. Today, I am still amused to think I was so afraid of my own father.</p> <p>Students follow the reading</p> | Modeling (Reading aloud)          | <p>I read aloud.</p> <p>I read aloud. Most of the students follow the text</p> |
| 22:15 | 68 | T | <p>Now, we are going to read the story clause by clause. We are going to begin there, please. You have to read the first sentence and then you, and then you. And you. And you. The first paragraph. Stand up, please. The first paragraph, please. Clause</p>   | Instruction ( about the activity) | Students show upset about reading aloud.                                       |

|  |    |   |   |                             |  |
|--|----|---|---|-----------------------------|--|
|  |    |   | by clause. Pay attention. Listen. They are reading<br>An understand the text...t about  |                             |  |
|  | 69 | S | It was a dark and stormy night. I was about to go to bed when I heard a tapping sound on my window. Who's there? I shouted. Suddenly there was a flash of lightning; I saw a face at the window. Who's there? I shouted. Suddenly there was a flash of lighting; I saw a face at the window. It looked like an alien...and alien that I had seen on the television show, the X files. | Response ( student reading) | Student read aloud the first paragraph. They show lack of confidence about their pronunciation.                      |
|  | 70 | T | In silence please. Try again, the same paragraph. Stand up, please. Stand up please, for everybody, please.   | Motivation (to read aloud)  | I encourage the student to read aloud.   |
|  | 71 | S | It was a dark.  |                             |  |
|  |    |   | Student doesn't read aloud.   |                             |  |
|  | 72 | T | You have to read aloud. Because everybody is going to listen to you   | Motivation (to read aloud)  | I encourage the student to read aloud  |
|  | 73 | S | I felt scared. I ran to   |                             |  |
|  | 74 | T | No. You are going to read the same paragraph  |                             |  |
|  | 75 | S | It was a dark and stormy night. I was about to go to bed when I heard a tapping sound on my window. Who's there? I shouted. Suddenly there was a flash of lightning; I saw a face at the window. It looked like an alien... an alien that I had seen on the television show, the X files.   | Response (student reading)  | Student is Reading<br>Student read aloud the first paragraph. They show lack of confidence about their pronunciation |

|    |   |   |   |   |
|----|---|---|---|---|
| 76 | T | <p>Everybody is going to follow the reading. I'm going to read again and pay attention to the first paragraph.</p> <p>It was a dark and stormy night. Repeat night. I was about to go to bed when I heard a tapping sound on my window. Who's there? I shouted. Repeat shouted. Suddenly there was a flash of lightning; I saw a face at the window. Repeat saw a face. It looked like an alien...and that I had seen on the television show, the X files. Please, Jesus, the same paragraph. The same, the same es el mismo. The same paragraph.</p> <p>Listen and pay attention</p> | <p>Instruction (about the activity)</p> <p>Modeling (reading and pronunciation)</p> | I model the reading to correct pronunciation  |
|    |   | Jesus stands up and reads   | Motivation (to read aloud)  |   |
|    |   |   | Control   |   |
| 77 | S | <p>It was a dark and stormy night. It was about to go to bed when I heard a tapping sound on my window. Who's there? I shouted. Suddenly there was a flash of lightning; I saw a face at the window. It looked like an alien...an alien that I had seen on the television show, the X files.</p>  | Response ( student reading)   | <p>Student is reading</p> <p>Student read aloud the first paragraph. They show lack of confidence about their pronunciation</p> |
| 78 | T | <p>Very Good, Jesus. And now Warith please. You have to read again the same paragraph. Please for everybody. Only the first sentence. It was a dark and stormy night. Go. Try, try. Only you have to try. It was a dark and stormy night. No? Please, you. Pay attention.</p>   | <p>Positive evaluation. Motivation (to read aloud)</p> <p>Negative response</p>     | <p>Student who has cognitive problem avoid reading aloud. But he pays attention.</p>  |
|    |   | <p>Student doesn't want to read</p> <p>I encourage him, but he doesn't read.</p>  |   |   |
| 79 | S | <p>It was a dark and stormy night. It was about to go to bed when I heard a tapping sound on my window. Who's there? I shouted. Suddenly there was a flash of lightning; I saw a face at the Window. It looked like an alien...an alien that I had seen on the television show, the X files.</p>  | Response (student reading aloud)  | <p>Student is reading</p> <p>Student read aloud the first paragraph. They show lack of confidence about their pronunciation</p> |
|    |   | Everybody is following the text.  |   |   |

|  | 80   | T     | Ok- an alien that I had seen on the television show, The X files.   | Positive evaluation   |   |
|--|------|-------|---|---|---|
| <b>August 29<sup>th</sup> Video Deconstruction</b> |      |       |   |   |   |
| Time video   | Turn | Actor | Discourse   | Category  | Comment   |
|  | 1    | T     | To relax, put your bags under your chairs.<br>Christian, hello. You have to relax. Your bag under your chair. So, in this moment we are going to review some of the sound verbs. Some of the sound verbs.<br>Please. I'm going to tell you a verb that describes a sound and you have to do it, the action. Remember all the actions. Example. Play. Someone have to do the action. Play. Play. | Instruction (organizing the activity)<br><br>Instruction ( about the activity)<br><br>Giving an example | Students practice the vocabulary of sound verbs through an activity of mimic actions.<br><br>Class participation is encouraged. |
|  | 2    | S     | Jugar   |   |   |
|  | 3    | T     | Don't translate. Only you have to do the action. Play<br>You maybe have to.<br><br>I mimic play video games or play a sport baseball or soccer. This is play  | Motivation (to speak in English)<br><br>Modeling (the activity)   |   |
|  | 4    | S     | Play baseball<br><br>Student mimics   |   |   |
|  | 5    | T     | Another one. Remember Bark  | Question (to identify an action)  |   |
|  | 6    | S     | Guau. Guau....Guau...<br><br>Student barks.   | Response  |   |
|  | 7    | T     | This is bark. Good. William good! Another one is walk...walk...walk... Someone who does the action. Someone who does the action. Please do it. Sat down? You have to move.  | Positive evaluation.<br><br>Modeling ( an action)<br>Asking for participation.                          |   |

|  |    |   |   |   |  |
|--|----|---|---|---|--|
|  | 8  | S | Walk<br><br>A student walks.  | Response  |  |
|  | 9  | T | For example if I say cry. What is the action? Or the sound? Cry, cry.   | Question (to identify an action)                              |  |
|  | 10 | S | A student cries   | Response  |  |
|  | 11 | T | I mimic the action of cry. How? You have to do the sound. Do the sound. Because use I heard someone. If someone does the action, another one has to say the sentence. I heard someone crying.<br>Do you remember? If Cesar was playing. Someone is playing. So. I heard someone playing. Because the sound. You recognize the sound of playing, Ya, good. | Modeling (an action)<br>Instruction (about the activity).     |  |
|  |    |   | I mimic the sound of crying.  |   |  |
|  |    |   | I mimic playing video games.  | Modeling (an action)  |  |
|  | 12 | T | Another one, close. Close. Do the action.   | Asking for participation                                      |  |
|  | 13 | S | A student does the action- close a door   | Response  |  |
|  | 14 | T | Good. That is close. So. Someone have to express the action. I heard someone  | Positive evaluation.<br>Asking for participation              |  |
|  | 15 | S | Closing   |   |  |
|  | 16 | T | Closing the door.   |   |  |
|  | 17 | S | The door  |   |  |
|  | 18 | T | The door. Another one. For example. Laugh, laugh-do the action  | Positive evaluation (repetition)<br>Asking for participation. |  |
|  | 19 | S | A student laughs aloud  | Response  |  |
|  | 20 | T | Yes, anyone wants to express the action? Express the action   | Asking for participation.                                     |  |

|  |    |   |  |  |  |
|--|----|---|--|--|--|
|  | 21 | S | I heard  |  |  |
|  | 22 | T | I heard... say the sentence  | Asking for completing a sentence                 |  |
|  | 23 | S | I heard  |  |  |
|  | 24 | T | I heard  |  |  |
|  | 25 | S | I heard someone  |  |  |
|  | 26 | T | I heard someone  | Asking for completing a sentence                 |  |
|  | 27 | S | Laughing   |  |  |
|  | 28 | T | Laughing. I heard someone laughing. Another one. Open. Open. You have to stand up  | Scaffolding                                      |  |
|  | 29 | S | (Mimic Jardel stands up and open the door of the classroom)  | Response (acting)                                |  |
|  | 30 | T | Jardel. Very good. It is open. You do and express the sentence   | Positive evaluation                              |  |
|  | 31 | S | I heard someone  |  |  |
|  | 32 | T | I heard someone  | Asking for completing the sentence               |  |
|  | 33 | S | opening  |  |  |
|  | 34 | T | I heard someone opening  | Completing and repeating a sentence              |  |
|  | 35 | T | The door. I heard someone opening the door. For example. If I say drive  | Giving an example                                |  |
|  | 36 | S | Seño, student mimic the action.  | Response   |  |
|  | 37 | T | Very good.<br><br>I mimic drive. This is drive.<br>The sound of drive. How do you do the sound of drive? The teacher mimic s the car sound. So express the sentence. I heard someone driving | Positive evaluation.<br><br>Modeling (an action) |  |
|  | 38 | S | I heard someone<br><br>Driving   |  |  |
|  | 39 | T | I heard someone driving. Driving what?<br><br>Teacher writes the sentence on the board   | Positive evaluation.<br>Asking for participation |  |
|  | 40 | S | A taxi, a car  |  |  |



|  |    |   |   |  |  |
|--|----|---|---|--|--|
|  |    |   | A car   |  |  |
|  | 41 | T | A taxi, a car, or maybe a what? a truck   | Scaffolding  |  |
|  |    |   | I write on the board a car, a taxi, a truck or a bus.   |  |  |
|  | 42 | S | I heard someone driving a car   |  |  |
|  | 43 | T | You have to use –ing form at end of the verb<br>You say closing. Closing the window?  | Explanation about verb form with the suffix-ing.   |  |
|  |    |   | I underline –ing suffix   |  |  |
|  | 44 | S | Closing the window  | Response   |  |
|  | 45 | T | Yes, closing the window   | Positive evaluation (repetition)   |  |
|  | 46 | S | Closing the window  |  |  |
|  | 47 | T | Yes, closing the window. If I say for example shoot.<br>You have to do the sound.   |  |  |
|  | 48 | S | Someone shout   |  |  |
|  | 49 | T | Shoot   | Question   |  |
|  | 50 | T | A student mimic shoot   | Response   |  |
|  | 51 | T | Yes, this. The other is shout. This is shout. It's different. Look at this shoot different from shout. This is shoot and this is shout. So you have to say shout. This is (mimic) do the action. Here shoot. You have to do the sound shoot. The sound here. Yes, that the sound. So the sentence here is | Positive evaluation.<br><br>Explanation (verb meaning – establishing difference between–shoot/shout) |  |
|  |    |   | I write on the board shoot- shout   |  |  |
|  |    |   | A student mimic shoot with the sound.   |  |  |
|  | 52 | S | I heard someone shooting  | Question   |  |
|  | 53 | T | Yes, I heard someone shooting. You see It is different shooting and shouting. So, the synonym here is Scream. The same as shouting. So I heard someone  | Response   |  |
|  | 54 | S | Screaming   | Question   |  |
|  | 55 | T | Bark, Bark  | Response   |  |
|  | 56 | S | Someone barks   | Question   |  |
|  | 57 | T | But he is not a person now. He is acting. In that moment he is not a person. He is an animal. So he is a what?  | Response   |  |

|  |    |   |   |   |  |
|--|----|---|---|---|--|
|  | 58 | S | A dog   |   |  |
|  | 59 | T | A dog, a dog. So I heard. The sentence here is  |   |  |
|  | 60 | S | I heard   |   |  |
|  | 61 | T | I heard someone? No someone   |   |  |
|  | 62 | S | A dog   |   |  |
|  | 63 | T | A dog, a dog barking. So if you heard a sound, you have to express a sentence. So hear- For example. Sing, sing, sing | Question  |  |
|  | 64 | S | Someone mimics sing<br>I also mimic sing- la,la, la,la  | Response  |  |
|  | 65 | T | This is sing. So the sentence here is I heard   | Positive evaluation<br><br>Question (completing a sentence) |  |
|  | 66 | S | I heard someone.  | Response  |  |
|  | 67 | T | Yes, someone because was a person.  | Positive evaluation   |  |
|  | 68 | S | Singing<br>I heard someone singing  |   |  |
|  | 69 | T | Whistle   | Question  |  |
|  | 70 | S | Susurrar, profe   | Response (use of Spanish)                                   |  |
|  | 71 | T | Don't translate. Only do the action   | Instruction .<br><br>Motivation (to use English)            |  |
|  | 72 | S | A Student whistles  | Response (with a gesture)                                   |  |
|  | 73 | T | Yes. So the sentence here is  | Positive evaluation.<br>Question (to complete a sentence)   |  |
|  | 74 | S | Whistling   | Response  |  |
|  | 75 | T | Yes, but the sentence. Complete   | Negative evaluation   |  |
|  | 76 | S | I heard someone   |   |  |
|  | 77 | T | I hear someone  |   |  |
|  | 78 | S | Whistling   |   |  |

|       |    |   |   |   |   |
|-------|----|---|---|---|---|
|       | 79 | T | Caugh. What is the sentence here? I. I. heard someone. Caugh.   | Question (to complete a sentence)   |   |
|       | 80 | S | Coughing  | Response  |   |
|       | 81 | T | I heard someone coughing. Like f  | Repetition (correct pronunciation)  |   |
|       | 82 | S | I heard someone coughing  |   |   |
|       | 83 | T | <p>Heard is the same as listen. Do you remember? Hear is the base form. Heard, heard is the past tense form</p> <p>I mimic hear</p>   | Explanation (word meaning- hear- listen)  |   |
| 15:00 | 84 | T | <p>And now we are going to review the text. You have a photocopy. Everybody has a photocopy. Your photocopy. Please. You have to follow the reading. Please. The title.</p> <p>What is the title of the text? Jose what is the title of the text? Of this text? The title? Look at.</p>   | <p>Instruction (organizing the activity).</p> <p>Review ( questions about the text)</p> <p>Initiation</p>                 | <p>I continue the stage of genre approach and I focus on the Orientation, the first stage of the text.</p> <p>Reading Orientation</p> |
|       | 85 | S | A scary night   | Response  |   |
|       | 86 | T | <p>A scary night. A scary night. This is the title.</p> <p>So. I'm going to read the first paragraph.</p> <p>It was a dark and stormy night. It was about to go to bed when I heard a tapping sound on my window. Who's there? I shouted. Suddenly there was a flash of lightning; I saw a face at the window. It looked like an alien...an alien that I had seen on the television show, the X files.</p> <p>So, That's the first paragraph. Ayelen could you read, please. Can you read, please</p> | <p>Evaluation</p> <p>Instruction (about the activity)</p> <p>Modeling (reading aloud)</p> <p>Motivation to read aloud</p> |   |
|       | 87 | S | Silence- Student doesn't want to read.  |   |   |
| 17:00 | 88 | T | Only the first sentence. Here. Ayelen, please. The first sentence.  | Ask for participation   |   |
|       | 89 | S | Silence. No reading.  |   | Students show their lack of confidence to read aloud in English.  |
|       | 90 | T | It was a dark and stormy night  | Ask for participation   |   |

|       |    |   |   |  |   |
|-------|----|---|---|--|---|
|       | 91 | S | Silence. No reading   |  |   |
|       | 92 | T | You have to do. Only you have to read as you know. Please. Alex. Stand up. You have to read the first sentence. Ok. You have to participate. Only you have to pay attention to the sentences and you have to read. Please Alex  | Motivation 8to read aloud)<br><br>Ask for participation  |   |
|       | 93 | S | I was   |  |   |
|       | 94 | T | It was. It  |  |   |
|       | 95 | S | It was a dark and stormy night. It was about to go to bed when I heard a tapping sound on my window. Who`s there? I shouted. Suddenly there was a flash of lightning; I saw a face at the window. It looked like an alien...an alien that I had seen on the television show, the X files.   | Student Reading  | Student shows their lack of confidence on pronunciation.  |
|       | 96 | T | Yes, X files. You have to pay attention Jardel. You have to move to this part. On your chair. Please Jardel move.<br><br>Student goes back to his chair   | Control  | Some student doesn't pay attention.   |
|       | 97 | T | You have to pay attention to the pronunciation of some words here. For example. You have to pronounce tapping sound. You have to pronounce suddenly, lightning, face, alien, files.<br>So here Jose. You have to read the first paragraph and you have to pay attention because I'm going to ask you some questions. Read. Only The first. We need only to read very well the first paragraph. Please stand up and read aloud | Correcting pronunciation<br><br>Control<br><br>Ask for participation. Motivation (to read aloud) | I need to control students' attention   |
|       | 98 | S | It was a dark and stormy night. It was about to go to bed when I heard a tapping sound on my window. Who`s there? I shouted. Suddenly there was a flash of lightning; I saw a face at the window. It looked like an alien...an alien that I had seen on the television show, the X files.   | Student Reading aloud  | Student show more confidence to read aloud.<br><br>Student is reading better. He pronounces better. |
| 20:20 | 99 | T | The X files. So we are going to begin to analyze every sentence. Please. It was a dark and stormy night. What are the two words that describe the night? What are the two words? In this sentence,  | Positive evaluation<br><br>Instruction ( about the activity)                                     | Analyzing Orientation   |

|  |     |   |   |  |  |
|--|-----|---|---|--|--|
|  |     |   | what are the two words that describe the night?<br>What?  | Scaffolding<br><br>Question ( to identify description) |  |
|  | 100 | S | No answer   |  |  |
|  | 101 | T | How is the night? Here in this sentence. How is the night? How is the night described? What are the two words that describe the night?  | Scaffolding  |  |
|  | 102 | S | No answer   |  |  |
|  | 103 | T | Look at<br><br>I point on the first sentence.   |  |  |
|  | 104 | S | No answer   |  |  |
|  | 105 | T | Circle. What are the two words that describe the night  | Question (to identify description)                     |  |
|  | 106 | S | No answer   |  |  |
|  | 107 | T | In this sentence. Sulainys. What do you think? What are the two words that describe the night? How is the night? Uh? What do you think? José. What do you think?  | Initiation   |  |
|  | 108 | S | No answer   |  |  |
|  | 109 | T | What are the two words? Read the sentence again. It was a dark and stormy night. Liseth. What are the two words that describe the night?  | Initiation   |  |
|  | 110 | S | No answer   |  |  |
|  | 111 | T | In this sentence what are the two words that describe the night?  | Initiation   |  |
|  | 112 | S | Profe, la noche es oscura   | Response   |  |
|  | 113 | T | La noche es oscura  | Evaluation   |  |
|  | 114 | S | And stormy  |  |  |
|  | 115 | T | So, what are the two words?   | Initiation   |  |
|  | 116 | S | Dark and stormy   | Response   |  |
|  | 117 | T | Circle dark and stormy. Circle the two words. What are the two words? Dark and stormy.<br>Circle with your pencil. Circle the two words that describe the night. Dark and stormy. In a circle. Make a circle. Here<br><br>Circle. Circle You have to circle the two words that describe the night.<br>This is the night and here two words that describe the night. | Evaluation<br><br>Circle words in the text             |  |
|  |     |   | Teacher makes a circle on the board for dark and stormy.  | Modeling (the activity of circle words in the text)    |  |

|  |          |   |  |  |                                      |
|--|----------|---|--|--|--------------------------------------|
|  | 118      | T | Jose, you said that the night was dark and stormy. What does it mean stormy? Do you remember the story in sound we listened to the las class? Stormy what was the sound?   | Initiation                                 |                                      |
|  | 119      | S | Rayos  | Response                                   | Student shows his lack of vocabulary |
|  | 120      | T | ¿Cómo? Que hay en una noche asi?   | Evaluation<br>Initiation<br>Use of Spanish |                                      |
|  | 121      | S | Rayos  | Response<br>Use of Spanish                 |                                      |
|  | 122      | T | ¿Cómo decimos acá?   | Initiation<br>Use of Spanish               |                                      |
|  | 123      | S | Brisa  | Response                                   | Student shows his lack of vocabulary |
|  | 124      | T | ¿Brisa? ¿Como si fuera una qué?  | Question                                   |                                      |
|  | 125      | S | Tormenta   |  |                                      |
|  | 126      | T | Como si fuera una tormenta. O sea stormy. Stormy is when the night is with flash of lightning. So. The two words that describe the night is dark and stormy. Imagine a dark night and stormy night. Can you imagine? | Explanation ( about the word meaning)      |                                      |
|  | 127      | S | Yes  |  |                                      |
|  | 128      | T | In a stormy night are you happy? Or are you nervous?   | Scaffolding                                |                                      |
|  | 129      | S | Are you nervous  |  |                                      |
|  | 130      | T | You. You have to say   |  |                                      |
|  | 131      | S | You  |  |                                      |
|  | 132      | T | You? I'm nervous   |  |                                      |
|  | 133      | S | I am nervous   |  |                                      |
|  | 134      | T | Jesus in a dark and stormy night are you happy? Are you happy? Are you happy?  | Inatiation                                 |                                      |
|  | 135      | S | No   | Response                                   |                                      |
|  | 136      | T | No   | Evaluation (Repetition)                    |                                      |
|  | 137      | S | Nervous  | Response                                   |                                      |
|  | 138      | T | No I am not. I am nervous. In a stormy night I am nervous because it's dark. Well the story was in a dark and stormy night. Imagine the situation  | Evaluation                                 |                                      |
|  | 1<br>v39 | S | Silence  |  |                                      |

|       |     |   |  |   |                                 |
|-------|-----|---|--|---|---------------------------------|
| 25:19 | 140 | T | I was about to go to bed. I was about to go to bed.<br>What is the character doing in this moment when he say I was about to go to bed   | Reading aloud   | Introducing – when- past tense. |
|       | 141 | S | Bed. I was about to go to bed.<br><br>When   |   |                                 |
|       | 142 | T | What was he doing? What? He was having dinner?<br>He was what? Go to bed. He was. What action? He was what? Go to bed. He was. What action. Who can do the action? Go to bed. Go to bed. What is this action? Go to bed. Go to bed. What is this action?<br><br>What is he doing? Samuel. Do the action. I was about to go to bed. ¿Quién puede dramatizer ese momento? I was about to go to bed. Uh?<br><br>No answer | Scaffolding<br><br>Question ( to check understanding)<br><br>Question (checking understanding)<br><br>Ask for participation |                                 |
|       | 143 | S | Escondiéndose debajo de la cama  |   |                                 |
|       | 144 | T | ¿Se va a esconder? ¿Qué va a hacer?  | Use of Spanish  |                                 |
|       | 145 | S | Se va a tapar con la sabana.   |   |                                 |
|       | 146 | T | Go to bed. ¿Qué va a hacer? ¿Se va a esconder?<br>¿O sea que va a hacer?<br>I mimic go to bed.   | Scaffolding   |                                 |
|       | 147 | S | Se va a esconder debajo de la cama.<br>Se va a tapar con la Sabana.  |   |                                 |
|       | 148 | T | De pronto. But go to bed   |   |                                 |
|       | 149 | S | Va a dormir, va adormir<br><br>Va adormir,<br><br>Va a dormir  |   |                                 |
|       | 150 | T | Iba a dormir, ya? Dice I was about to go to bed. El iba a dormir. ¿A qué?  | Positive evaluation<br><br>Use of Spanish   |                                 |
|       | 151 | S | Iba a dormir.  |   |                                 |
|       | 152 | T | To sleep. To sleep. But it was a dark and stormy night. Read. I was about to go to bed when I heard a tapping sound on my window<br>I mimic to sleep   | Positive evaluation<br><br>Motivation (to use English)  |                                 |
|       | 153 | S | Va a cerrar la ventana   |   |                                 |
|       | 154 | T | El dice I heard ( I mimic I heard)   |   |                                 |
|       | 155 | S | El escuchó un sonido   |   |                                 |

|  |     |   |   |   |                                   |
|--|-----|---|---|---|-----------------------------------|
|  | 156 | T | ¿Un sonido cómo? Como sería un sonido, tapping sound  | Question (to check understanding)                           |                                   |
|  | 157 | S | Como si abrieran la ventana   |   |                                   |
|  | 158 | T | Ok, Así como si abrieran o tocaran la ventana. Here, a tapping sound in the window. Maybe. Algo así. So Aquí en esta parte jovencitos si se dan cuenta.<br>Subrayemos la oración completa. I was about to go to bed when I heard a tapping sound on my window Hay una sola oración allí? Jardel, hay una sola oración allí? ¿Es larga verdad? | Scaffolding<br><br>Use of Spanish                           |                                   |
|  |     |   | I knock at the window and make a tapping sound.   | Underline a sentence in the text (to analyze word function) |                                   |
|  |     |   | Students underline the sentence   |   |                                   |
|  | 159 | S | Es una oración larga, yes.  |   |                                   |
|  | 160 | T | Cuál es la palabra que une esas dos oraciones. ¿Cuál sería la palabra?  | Question (to identify Word function)                        |                                   |
|  |     |   |   | Use of Spanish.   |                                   |
|  | 161 | S | When  |   |                                   |
|  |     |   | When  |   |                                   |
|  | 162 | T | When. ¿When une verdad? Está uniendo esas dos oraciones. ¿Cuál sería la primera acción que está anunciando?   | Explanation ( of a Word function)                           |                                   |
|  | 163 | S | Que él iba a dormir   |   |                                   |
|  | 164 | T | ¿Que él iba a dormir ya, pero que paso? ¿Que él iba a dormir y qué sucedió?   | Scaffolding<br><br>Question( to check understanding)        |                                   |
|  |     |   |   | Use of Spanish  |                                   |
|  | 165 | S | Sintió el ruido   |   |                                   |
|  | 166 | T | Y sintió el ruido. El sonido, el ruido que dice allí. Daniel. Pay attention. When I heard. Allí está relacionando las dos acciones. Brayan. ¿Aquí estaría el presente? ¿Verdad? ¿Pero dónde está la acción que él estuvo haciendo?  | Explanation ( of a word function- when)                     | SimplePast tense line Explanation |
|  |     |   | I write the sentence on the board   | Explanation( of past tense)                                 |                                   |
|  | 167 | S | En el pasado  |   |                                   |
|  | 168 | T | Él estaba. Aquí está en el pasado. Porque él iba a dormir. Cuando él iba a dormir. ¿Qué sucedió?  | Question (to check understanding)                           |                                   |
|  |     |   |   | Use of Spanish  |                                   |
|  | 169 | S | Escuchó el ruido de la ventana  |   |                                   |



|   |     |   |  |  |                        |
|---|-----|---|--|--|------------------------|
|   | 170 | T | ¿Esta acá en el presente?  |  |                        |
|   | 171 | S | No.  |  |                        |
|   | 172 | T | No. Allí hay dos acciones que están ocurriendo en el pasado. Él iba a hacer esto, pero enseguida el escucho el sonido. A veces ocurre así. Una acción ocurre, pero allí enseguida ocurre la otra y yo puedo unirlos con When. Dice I was about to go to bed when I heard a tapping sound.  | Explanation (of past tense)<br><br>Use of Spanish<br><br>Reading text clauses. |                        |
| <b>Deconstruction. Exercising Adjectives. August 29</b> |     |   |  |  |                        |
| Time Video  | 1   | T | Discourse  | Category   | Commentary             |
|   | 1   | T | Let's describe some situations. In this moment the two words that describe the night are dark and stormy. We are going to practice some exercises describing for example an afternoon, describing a class, describing a thing. We are going to describe something.   | Instruction (about the activity)   | Practicing vocabulary. |
|   |     |   | In the second exercise we are going to join- Diana-like here. It was about to go to- in the second sentence- bed when I heard a tapping sound on my window. We are going to connect sentences using when. We are going to practice some exercises combining two sentences with when, ya? Using the past tense. For example, I was on my house when I heard someone driving a car. You are going to work with your partner. Work with your partner, please. For example a day. Who wants to write a word? | Ask for participation  | Exercising adjectives. |
|   |     |   | I write on the board the exercise and examples.  |  |                        |
|   | 2   | S | ¿Seño soleado. Como se dice?   |  |                        |

|  |    |   |  |  |                                      |
|--|----|---|--|--|--------------------------------------|
|  | 3  | T | Soleado. Soleado viene de sol. ¿Cómo es sol? ¿Sol? ¿Cómo se dice sol en inglés?  | Question (to identify a Word in English) |                                      |
|  | 4  | S | Sun  |  |                                      |
|  |    |   | Sun  |  |                                      |
|  | 5  | T | Sun, sun. So you have to say sunny, sunny  |  |                                      |
|  |    |   | I give the marker to the student to write the word on the board. With iu and two en...and y griega. Wai  |  |                                      |
|  | 6  | S | Sunny and what?  | Correct writing                          |                                      |
|  |    |   | Student writes the word sunny incorrectly. I correct him   |  |                                      |
|  | 7  | T | If it is sunny, it is ( I mimic for hot)   | Question ( to identify an adjective)     |                                      |
|  | 8  | S | Hot  |  |                                      |
|  | 9  | T | Sunny and hot. Now. It's hot (I mimic)   |  |                                      |
|  | 10 | S | Caliente   |  |                                      |
|  | 11 | T | It's an adjective describing the day. It was a sunny and hot day. Now, a class, how do you describe a class. Two words describing a class? Two adjectives.                                     | Question (to identify and adjective)     |                                      |
|  |    |   | No answer  |  |                                      |
|  | 12 | S | Salón<br>Seño, en el salón   |  |                                      |
|  | 13 | T | But two words describing a class. Two words describing a class... Bueno y quien va a participar? Liceth two words describing a class.  | Ask for participation                    |                                      |
|  | 14 | S | Boring   |  |                                      |
|  | 15 | T | Boring for you. Boring the class. Boring and noisy. Como Ustedes. You have to participate. Another class. How do you say a class where everybody is participating, everybody is participating. | Control                                  | I need to control student attention. |
|  |    |   | I write boring.  |  |                                      |
|  | 16 | S | Interesante.   |  |                                      |
|  | 17 | T | How do you say in English is what? Everybody is participating. How do you say in English and adjective, an adjective? A different. The opposite of boring?                                     | Question (to identify an adjective)      |                                      |

|      |    |   |  |  |                         |
|------|----|---|--|--|-------------------------|
|      | 18 | S | Happy  |  |                         |
|      | 19 | T | A happy class or maybe here- happy, interesting class. Song. Describe a song (mimic a song)  | Scaffolding  |                         |
|      | 20 | S | Cantando, lírica.  |  |                         |
|      | 21 | T | Describe a song  |  |                         |
|      | 22 | S | Tropical   |  |                         |
| 8:29 | 23 | T | Tropical and nice. These words are describing. And now you have to do some exercises like this. Create five sentences describing something. For a house please, who wants to complete the exercise. It was a ... house | Instruction ( about the activity)<br><br>Ask for participation |                         |
|      | 24 | S | A big and long   |  |                         |
|      | 25 | T | Long is the same. Write another characteristic. Algo que produzca una situación en esa casa. Una casa grande y... Que produzca una situación para una anécdota. It was a big and what?                                 | Scaffolding<br><br>Use of Spanish.                             |                         |
|      | 26 | S | Peligrosa  |  |                         |
|      | 27 | T | Peligrosa? Una casa?   |  |                         |
|      | 28 | S | Espaciosa  |  |                         |
|      | 29 | T | Pero que produzca una sensación  |  |                         |
|      | 30 | S | Tenebrosa  |  |                         |
|      | 31 | T | ¿Cómo decimos eso en Ingles? Tenebrosa. ¿Cómo sería tenebrosa? ¿Ya lo aprendimos? ¿Cuál es el título de la lectura? ¿Tenebrosa? ¿Cómo sería?   | Scaffolding<br><br>Use of Spanish                              |                         |
|      | 32 | S | Scary  |  |                         |
|      | 33 | T | Scary, scary house. A game. For example, a game.   |  |                         |
|      | 34 | S | Interesting  |  |                         |
|      | 35 | T | Interesting. Otra característica que podemos agregar. Another description please.  | Ask for participation.   |                         |
|      | 36 | S | Divertido  |  | Students participating. |
|      |    |   | Student writes interesting.  |  |                         |

|   |      |       |  |   |         |
|---|------|-------|--|---|---------|
|   | 37   | T     | Interesting, interesting. For describing   | Positive evaluation   |         |
|   | 38   | S     | Divertido  |   |         |
|   |      |       | Amusing  |   |         |
|   | 39   | T     | Amusing. Divertido. Liceth, amusing. Writes. Liceth, escribe. It was an interesting and amusing game. It was an interesting and amusing game. So, you have to use it was and the characteristic. You can use a lot of characteristic. For example, creating a situation. It was a sunny and hot day. ¿Pero lo contrario sería cómo? Cual sería lo contrario de un día así sunny. It was a sunny and hot day. | Positive evaluation<br><br>Question (to identify adjective) |         |
|   | 40   | S     | Cold   |   |         |
|   | 41   | T     | Cold   |   |         |
|   | 42   | S     | Frio   |   |         |
|   | 43   | T     | Lo contrario sería. Si es cold, lo contrario de sunny.   |   |         |
|   | 44   | S     | Lluvioso   |   |         |
|   | 45   | T     | How do you say in English lluvioso?  | Question (to identify an adjective)                         |         |
|   | 46   | S     | Lluvioso?  |   |         |
|   | 47   | T     | In English, lluvia? How do you say lluvioso?   |   |         |
|   | 48   | S     | Rainy  |   |         |
|   | 49   | T     | Rainy and cold day. Mira Moisés, colocando esas características, ya creamos una situación, que ya nos vamos a referir y nos metemos en una situación. In a sunny and hot day. In a big and scary house.  | Summarizing   |         |
|   |      |       |  |   |         |
| <b>September 5<sup>th</sup>. Deconstruction- Past Tense- Watching and analyzing a video about the simple past tense</b> |      |       |  |   |         |
| Time Video  | Turn | Actor | Discourse  | Category  | Comment |

|      |  |  |   |   |  |
|------|--|--|---|---|--|
| 9min |  |  | Simple past tense and regular verbs.<br><a href="https://www.youtube.com/watch?v=ZWZ6cNq6bEY">https://www.youtube.com/watch?v=ZWZ6cNq6bEY</a> | Explanation (about the simple past tense and regular verbs) | Using technology in the class. Analyzing affirmative, negative and interrogative past tense verb form- Regular verbs |
|------|--|--|---|---|--|

**Video- September 5th DECONSTRUCTION- Orientation Review and teaching Past Tense- Regular Verbs**

| Time Video | Turn | Actor | Discourse  | Category  | Commentary  |
|------------|------|-------|--|---|---|
|            | 1    | T     | You are going to listen again the story in sound. And you are going to identify what you heard. So you have to say I heard someone or I heard a dog, or I heard a sound you heard. What you heard. The sounds that we heard the last class. So You are going to review the vocabulary. Listen. Only listen<br><br>Students listen. Sounds from the audio (4 min) | Instruction (organizing the activity)<br><br>Ask for listening an audio | Vocabulary review (verbs expressing sounds)<br><br>Students pay attention |
|            | 2    | S     | So   |   |   |
|            | 3    | T     | So<br>Students whistle   |   |   |
|            | 4    | S     | So that's was the story in sound. Let's check the list and review. Review and. What are these sounds did you hear? (mimic of hear). What did you listen? What did you listen? For example, Christian, what of these sounds did you listen? What of these sound did you listen? Do you remember?  | Instruction (about the activity)<br><br>Initiation                      |   |
|            | 5    | S     | Bark   | Response  |   |

|  |    |   |   |   |                                    |
|--|----|---|---|---|------------------------------------|
|  | 6  | T | You have to say the complete sentence. Brayan, I heard someone (or a dog) barking. Do you remember you have to use the -ing at the end of the word? If a person, I heard someone, no I heard a dog. It was a dog barking. Another one | Evaluation<br>Initiation                            |                                    |
|  | 7  | S | I heard someone shouting.   | Response  |                                    |
|  | 8  | T | Yes, I heard someone shouting   | Evaluation  |                                    |
|  | 9  | S | I heard someone playing   |   |                                    |
|  | 10 | T | I heard someone   | Ask to complete a sentence                          |                                    |
|  | 11 | S | Scream  |   |                                    |
|  | 12 | T | Screaming. I heard someone screaming  | Negative evaluation                                 |                                    |
|  | 13 | S | Yo Señor.<br>Señor yo.<br>Señor Yo  |   | Students ask for participation.    |
|  | 14 | T | I heard   | Ask to complete a sentence                          |                                    |
|  | 15 | S | I heard someone opening the door  |   | Students use the correct structure |
|  | 16 | T | You have to participate, please. I heard someone.   | Ask for participation<br>Ask to complete a sentence |                                    |
|  | 17 | S | Shouting  |   |                                    |
|  | 18 | T | I heard someone walking.<br>I mimic walking.  | Give an example                                     |                                    |
|  | 19 | S | I heard someone walking   |   |                                    |
|  | 20 | T | Whistling. Jose, Mimic. Saying something like a strange person  | Question (to identify an action)                    |                                    |
|  | 21 | S | Student whistles  |   |                                    |

|  |    |   |   |   |  |
|--|----|---|---|---|--|
|  | 22 | T | I heard someone running.<br>And also I heard someone knocking. And someone what?  | Give an example<br><br>Modeling (the activity)                        |  |
|  |    |   | I mimic running, knocking and falling   |   |  |
|  | 23 | S | Running<br>Knocking<br>falling  |   |  |
|  | 24 | T | I heard the wind blowing.<br>And also I heard the sound of the rain, stormy sounds.<br>What kind of story was it?<br>What kind? It was a funny, a happy or scary story? | Scaffolding   |  |
|  | 25 | S | A scary story   |   |  |
|  |    |   | Scary   |   |  |
|  | 26 | T | It was something that you are what? Happy or nervous?   | Question (to identify a feeling)                                      |  |
|  | 27 | S | Nervous   |   |  |
|  | 28 | T | A little nervous. Because the strange sounds.   | Positive evaluation   |  |
|  |    |   | So we have reviewed all the verbs describing sounds.<br><br>And now you have in your photocopy the text. Let's check the text, please.                                  | Instruction (about the activity)<br><br>Review (about the text title) |  |

|  |    |   |  |   |                    |
|--|----|---|--|---|--------------------|
|  |    |   | <p>What is the title of the text we are reading? What is the title?</p> <p>The text is displayed on the board.</p>   |   | Use of technology. |
|  | 29 | S | <p>Scary night</p> <p>Scary night</p> <p>Scary night</p>   |   |                    |
|  | 30 | T | A scary night, A scary night. An you say that scary is when you are happy, or you are nervous?   | Question (to identify a feeling)  |                    |
|  | 31 | S | <p>Nervous</p> <p>Nervous</p>  |   |                    |
|  | 32 | T | <p>It's when you are nervous. Something when you are nervous. Scary is for the night. It is not a happy night. It's a scary night. So the text. I would like to read again the first paragraph. Please Can you read the first paragraph? Who wants to read? Brayan? Can you read the first paragraph? A scary night. The first paragraph Brayan, Please. Yes the first paragraph</p> | <p>Summary</p> <p>Motivation (to read aloud)</p> <p>Ask for participation</p> |                    |
|  | 33 | S | <p>Brayan stands up and reads.</p> <p>Teachers turns on the lights<br/>Students whistle<br/>Student reads better.<br/>Teacher corrects the</p>   | Correct pronunciation   |                    |



|  |    |   |  |  |  |
|--|----|---|--|--|--|
|  |    |   | pronunciation of the word lightning.   |  |  |
|  | 34 | T | The X files. Yes.<br>Here, who can read? The first paragraph? Jose?  | Motivation (to read aloud)<br>Ask for participation                |  |
|  | 35 | S | A scary night. It was a dark and stormy night. It was about to go to bed when I heard a tapping sound on my window. Who's there? I shouted. Suddenly, there was a flash of lightening. I saw a face at the window. It look like and alien that I had seen on the television show The X files | Student reading  | Student show his lack of confidence to read. |
|  |    |   | Teacher corrects the word looked.  | Correct pronunciation  |  |
|  | 36 | T | The X files. Look at. Listen to me the pronunciation Jardel. When you read. What are the words that describe the night? The two words that describe the night. The two words that describe the night? Dark and stormy. That was the two words that describe the night, dark and stormy       | Modeling (pronunciation)<br><br>Question (to identify description) |  |
|  | 37 | S | A scary night. It was a dark and stormy night. It was about to go to bed when I heard a tapping sound on my window. Who's there? I shouted. Suddenly, there was a flash of lightening. I saw a face at the window. It look like and alien that I had seen on                                 | Student reading  |  |

|  |    |   |   |   |  |
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|  |    |   | <p>the television show The X files</p> <p>Who's there? Who's there? It is a question. Do the intonation.</p> <p>In the last class we studied the first paragraph and we said that in this part the author or the writer give you some information. Information about the night. What kind of night is it? Dark and</p>  | <p>Correcting intonation</p> <p>Summary</p> <p>Question (to complete a sentence)</p>                |  |
|  |    |   | I mimic some actions of the text. I focus pronunciation.  | Modeling (an action)  |  |
|  | 38 | S | Scary   |   |  |
|  | 39 | T | <p>A scary. And look. It is written in the first person. Because. How many times did you find "I". Circle. I heard. Circle the pronoun I. It is the first person. So the story is personal. I heard. I shouted. Here I saw. Here I had seen on the television show the X files. It's a personal story. A personal experience. Como le llamamos nosotros a esas experiencias personales.</p> | <p>Question (to identify the text type)</p> <p>Circle a word(pronoun "I")</p> <p>Use of Spanish</p> |  |
|  | 40 | S | Anécdotas   |   |  |
|  | 41 | T | <p>Anécdotas, en español, ¿verdad? Las llamamos anécdotas. In English It's anecdote. En ingles le decimos anecdote. Here It's a personal story. It's a personal experience.</p>   | Define a word meaning (anecdote)  |  |

|  |    |   |  |  |  |
|--|----|---|--|--|--|
|  |    |   | I write” anecdote” on the board.<br>I mimic personal   |  |  |
|  | 42 | S | Story Experience   |  |  |
|  | 43 | T | <p>A personal experience, a personal story. It is written with “I” Because It’s a personal. You have to say I heard. I saw. I write. I heard. I saw.</p> <p>I heard. I saw something. You have to talk in the first person.</p> <p>Here we learn another vocabulary describing things. For example Jardel if you are going to describe for example a t.v program. You can say an adjective, a word that describes a T.V program. A word that describe a T.V program. For example</p> | <p>Define a word meaning (anecdote)</p> <p>Question (to identify an adjective)</p> |  |
|  | 44 | S | Interesting  |  |  |
|  | 45 | T | Describing a T.V. program  |  |  |
|  | 46 | S | Funny  |  |  |
|  | 47 | T | <p>Describing a T.V program. Funny, interesting or boring. If you are going to describe a day. Jose. Describe a day. Jose. Describe a day. You said in Last class, describing a day.</p> <p>I write on the board “a day”. Because here he is describing a night (I write “night” on the board. The night here is dark and</p>  | <p>Ask for participation.</p> <p>Motivation (to write description of things)</p>   |  |

|  |    |   |   |   |  |
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|  |    |   | stormy. So two words describing a night. But here, a day. How can we describe a day? How can you describe a day here? |   |  |
|  | 48 | S | Sunny   |   |  |
|  | 49 | T | Sunny. Sunny and  |   |  |
|  | 50 | S | Hot   |   |  |
|  | 51 | T | Hot. Maybe Hot<br>I write on the board<br>“sunny” and “hot”.<br>Another one. The opposite<br>day. The opposite day?   | Question (to<br>identify<br>antonym)    |  |
|  | 52 | S | Cold<br><br>I mimic   |   |  |
|  | 53 | T | You can describe cold or (I<br>mimic for rainy) How do<br>you say?  | Question (to<br>identify<br>adjectives) |  |
|  | 54 | S | Raining   |   |  |

|       |    |   |   |  |  |
|-------|----|---|---|--|--|
|       | 55 | T | <p>Raining</p> <p>Words describing. Those words are adjectives.</p> <p>Moisés. You can describe a day or you can describe a night using some words.</p> <p>Maybe if you are going to describe a girl. Please two words describing a girl. For example a girl. You are a girl. And here. Javier is a boy. We are going to describe. Two words to describe a boy. Stand up, Javier, please (I mimic tall) Is he tall or is he tall?</p> | <p>Define a word function (adjective and a description)</p> <p>Scaffolding</p> |  |
|       | 56 | S | Tall  |  |  |
|       | 57 | T | <p>Tall</p> <p>A girl. Here. How can you describe? She is a girl and Jesus, he is a boy. She is a girl, a woman. Describe.</p>  | Initiation   |  |
|       | 58 | S | Beautiful.  | Response   |  |
|       | 59 | T | Two words describing a girl, a woman. For example. Beautiful, beautiful, and what?  | Evaluation   |  |
|       | 60 | S | No answer.  |  |  |
|       | 61 | T | Hah? Two words describing a girl? Or a woman? Intelligent?  | Give an example  |  |
|       | 62 | S | <p>Intelligent,</p> <p>Beautiful</p>  |  |  |
| 17:51 | 63 | T | <p>Smart. You have to use adjectives.</p> <p>So, now. In this paragraph we studied a long sentence.</p>   | Give an example  |  |

|                    |    |   |   |   |  |
|--------------------|----|---|---|---|--|
|                    |    |   | What was the sentence here? The long sentence here.<br>Camila. What was the long sentence that was joined with a word that we studied?  | Define word function (adverb when)<br><br>Initiation                                    |  |
|                    | 64 | S | I was about to go to bed when I heard a tapping sound on my window.   | Response  |  |
|                    | 65 | T | I was about to go to bed when I heard a tapping sound on my window. It's a long sentence. You can join long sentences using when. Decíamos que en esta oración  | Evaluation  |  |
|                    | 66 | S | están dos oraciones en pasado   | Use of Spanish  |  |
|                    | 67 | T | Exacto. Estamos hablando del pasado. Porque la acción ocurrió ahora en el momento.  |   |  |
|                    | 68 | S | No, en el pasado.   |   |  |
| 19:14<br><br>19:23 | 69 | T | Estas acciones de ver cosas ocurrieron en el pasado. Esa noche ya pasó. No es ahora. Está contando esto en pasado. Nosotros, si nos ubicamos en el tiempo que es indefinido, vemos que aquí está el presente y las acciones que él dice son que él iba... ¿Quién me recuerda qué iba a hacer él? ¿Qué fue lo que pasó en la historia? José, Puedes decirme en Español ok. | Summary<br><br>Review the concept of past tense<br><br>Use of Spanish<br><br>Initiation |  |
| 14:40              | 70 | S | Le estaban tocando la ventana   | Response  |  |
|                    | 71 | T | Pero primero, ¿qué iba a hacer él?  | Evaluation<br><br>Initiation  |  |
|                    | 72 | S | Él iba a dormir   | Response  |  |

|       |    |   |   |  |  |
|-------|----|---|---|--|--|
|       |    |   | Una tormenta  |  |  |
|       | 73 | T | Iba a dormir, muy bien. He was to go to bed. Dice "I was to go to bed. Iba a dormir.<br>¿Y qué sucedió cuando él iba a hacer esta acción? He go to bed.   | Evaluation<br><br>Use of Spanish<br><br>Initiation   |  |
|       | 74 | T | ¿Qué sucedió?   |  |  |
|       | 75 | S | Escuchó el sonido en la ventana.  | Response   |  |
|       | 76 | T | Escuchó el sonido en la ventana.<br>Eso fue ahí.<br>I mark the events on the time line. O sea que enseguida, ahí está. El fue uniendo esas dos acciones que ocurrieron. Una enseguida de la otra.   | Evaluation<br><br>Explanation<br>(past tense in the date line)<br><br>Use of Spanish             |  |
| 20:17 | 77 | T | Jovencitos en estos momentos vamos a ilustrarnos un poquito de lo que es la formación de estos verbos. Por aquí escuché tratando de pronunciar, verbos. La pronunciación de los verbos regulares e irregulares. Poco a poco los vamos a ir aprendiendo a pronunciar. Cómo se pronuncian y cómo se realizan. Vamos a mirar este video acerca de la formación del pasado de acciones que ya acabaron. Porque veníamos estudiando cuando las acciones ocurren en el momento. Pero resulta que ahora ya pasó, ya todo eso pasó y vamos a expresarlo en pasado. Vamos a mirar. Miremos.<br>Please turn off the lights. | Instruction (organizing the activity)<br><br>Use of Spanish<br><br>Motivation (to watch a video) |  |

|       |    |   |  |  |   |
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|       |    |   | <p>Ves tu, ves tú.<br/>The video is displayed on the board.<br/>Pay attention.</p>   |  |   |
| 22:00 | 78 | V | <p>The video is displayed on the board. Students watch and listen the explanation of the Simple past tense: affirmative, negative, and interrogative form. The following forms are explained: walk, dance, travel, shop, cry, study, laugh, listen to, watch, phone, lunch, photograph, visit, play and paint.</p> <p>Students clap at the end of the video.</p> | <p>Use of technology</p> <p>Watch a video</p>  | <p>Motivation and engagement for technology in the class.</p> |
|       | 79 | T | <p>In this video the explanation is about the formation of the past tense, past tense. Here is a list of verb. You have to use –ED<br/>I started discussing the video.<br/>Formemos la forma pasado con qué?</p>   | <p>Summary (about the video)</p> <p>Explanation (about the simple past tense)</p> <p>Question (to check understanding about the video of past tense)</p> |   |
|       | 80 | S | -ed al final   |  |   |
|       | 81 | T | <p>Colocamos una –ed al final del verbo. Quien se acuerda de unas variantes para agregar la –ed?<br/>¿Quién se acuerda de alguna? ¿Para ver? ¿Por ejemplo?</p>   | <p>Use of Spanish</p> <p>Question (to check understanding about the video)</p>   |   |
|       | 82 | S | <p>Played<br/>Cuando termina en Y griega</p>   |  |   |



|  |    |   |   |   |  |
|--|----|---|---|---|--|
|  | 83 | T | Cuando termina en –y griega.  |   |  |
|  | 84 | S | Study   |   |  |
|  | 85 | T | El caso de study<br><br>I display the case of “study”<br><br>Este caso de walk, ¿qué sucedió allí? ¿Qué le agregan?                 | Explanation (special rules to use the suffix –ed)     |  |
|  | 86 | S | La –ed  |   |  |
|  | 87 | T | Agregamos la –ed. Mira la observación que hace el video. Cuando terminan en la –e solita, qué sucede? Hay necesidad de agregar –ed? | Explanation (Simple past)                             |  |
|  | 88 | S | No, -d.   |   |  |
|  | 89 | T | Mira, sólo agrega la –d.<br>¿Y cómo la pronunciamos?<br>¿Cómo escucharon?   | Explanation (simple past)                             |  |
|  | 90 | S | Danced  |   |  |
|  | 91 | T | No suena –ed. Sólo va a sonar la –d. A ver, todos.<br>Danced  | Modeling (pronunciation of regular verbs in the past) |  |
|  | 92 | S | Danced  |   |  |
|  | 93 | T | Phone   |   |  |
|  | 94 | S | Phoned (I mimic) No va a sonar la –e. Sólo va a sonar la -d   | Modeling (pronunciation of regular verbs in the past) |  |
|  | 95 | T | En el caso de walk. En el caso de walk. En el caso de walk  | Modeling (pronunciation of regular                    |  |

|  |     |   |   |  |  |
|--|-----|---|---|--|--|
|  |     |   |   | verbs in the past)   |  |
|  | 96  | T | No va a sonar. Sólo va a sonar una -d más fuerte: walked, walked, walked  | Modeling (pronunciation of regular verbs in the past)                                |  |
|  | 97  | S | Walked, walked, walked  |  |  |
|  | 98  | T | En este caso, ¿Qué sucedió? ¿Qué miraste? En el caso de travel y de Shop. ¿Qué sucedió aquí? ¿Jesús? ¿En qué termina?   | Question ( to check understanding about the simple past tense)<br><br>Use of Spanish |  |
|  | 99  | S | En L  |  |  |
|  | 100 | T | ¿Y aquí?  |  |  |
|  | 101 | S | En -p   |  |  |
|  | 102 | T | ¿Qué sucedió? Christian, ¿qué sucedió aquí? Mira travelled/ travelled- Shop/ Shopped. Suena una -d fuerte final. Si te diste cuenta duplicaron la última letra travelled/ shopped. Mira en este caso. Qué sucedió aquí, a ver. ¿Qué sucedió? ¿Qué sucedió en cry? ¿Qué sucedió? Moisés, ¿qué sucede aquí? | Initiation   |  |
|  | 103 | S | Se cambió la -y por -i  | Response   |  |
|  | 104 | T | Ok. ¿Por qué? Se cambió la -y por -i. Mira cried and studied. Acá debes tener en cuenta que la -y estaba después de una consonante. Y por eso cambiaron la -y por la -i latina y ¿decíamos cómo? A ver, cried.  | Evaluation<br><br>Use of Spanish   |  |

|   | 105  | S     | Cried   |  |  |
|---|------|-------|---|--|--|
|   | 106  | T     | And studied   |  |  |
|   | 107  | S     | Studied.  |  |  |
|   | 108  | T     | <p>Mira que no va sonando la –e. ¿Ahora qué sigue acá? Las expresiones del pasado. A ver en el texto, en el texto vamos a hablar es de pasado. Voy a hablar de last night, last Monday, the last week or the last month. Last se va a referir a algo que ya pasó. Anoche, la noche que pasó, decimos last night</p> <p>I continued pointing on the examples from the video.</p> | <p>Explanation (simple past tense and expression for the simple past tense)</p> <p>Give an example</p> |  |
| <b>Video September 5<sup>th</sup> Deconstruction. Orientation Exercises</b> |      |       |   |  |  |
|   |      |       | Review exercises  | <p>Check exercises</p> <p>Use of Spanish</p>   | Most of the Students identify the correct past tense verb forms. |
| <b>Deconstruction- Remarkable Events</b>                                    |      |       |   |  |  |
| Time video  | Turn | Actor | Discourse   | Category   | Comment  |
|   | 1    | T     | We are reading the second paragraph. We are reading the second paragraph. Here. Do you want to read, please? Jesus. You want to read?   | Instruction (about the activity)   |  |
|   | 2    | S     | I felt scared   |  | The student pronounce incorrectly                                |

|             |   |   |  |   |   |
|-------------|---|---|--|---|---|
|             | 3 | T | Scared. Repeat scared  | Correct pronunciation   |   |
|             | 4 | S | Scared. I ran to my bed  |   |   |
|             | 5 | T | Yes. They were at a fancy dress party.<br>Do you want to read again, please? Who wants to read there? Maybe Ayelen do you want to read today if you want to read. I felt very scared. You have to try. You have to try. No. You have to read. Only you have to read. I felt very scared. Try to read. You have to try.   | Positive evaluation.<br>Motivation to read aloud<br><br>Ask for participation | Student shows her lack of confidence to read. |
|             | 6 | S | I felt very scared...  |   | The student was nervous. She can't read       |
| <b>1:39</b> | 7 | T | Only you have to read. Relax<br>Listen to me. Listen to me. I felt. Don't repeat. Only you have to listen to me. I felt very scared. But, you have to look. I felt very scared. I ran to my bed and pulled my blanket over my bed. I started to shout for my parents. But, there was no reply. Then, I remember that they were at a fancy dress party. You can try? Please. I felt | Motivation to read aloud<br><br>Modeling reading aloud                        |   |
|             | 8 | S | I felt very scared. But, you have to look. I felt very scared. I ran to my bed and pulled my blanket over my bed. I started to shout for my parents. But, there was no reply. Then, I remember that they were at a fancy dress party.  | Student reading   | Student reads the paragraph a little nervous  |

|  |    |   |   |  |  |
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|  | 9  | T | Yes, fancy dress party.<br>What happened here? As you see the person is happy or nervous?   | Positive evaluation<br><br>Question to identify feelings           |  |
|  | 10 | S | Nervous   |  |  |
|  | 11 | T | The person is nervous.<br>And what happened the first action that he did? He pulled... No. He ran to his bed (I mimic the action)<br>The second action was... put the blanket on his head (I mimic the action) Yeah.<br>And then... he started to shout. The action was shout. What does it mean? What is the action? | Question to identify past actions<br><br>Scaffolding               | Students don't participate. They only listen.<br><br>Students show difficulties to understand the questions. |
|  | 12 | S | Vestirse  |  | Students answer in their language  |
|  | 13 | T | No. Shout. Shout. Shout for my parents.   |  |  |
|  | 14 | S | Gritar  |  |  |
|  | 15 | T | I mimic shout for my parents.   | Gesture to identify meaning  |  |
|  | 16 | S | Llorar  |  |  |
|  | 17 | T | No llorar. Shout. I mimic (papa! Dad! Because he was nervous  | Negative evaluation  |  |
|  | 18 | S | Gritar  |  |  |
|  | 19 | T | Then, he remember he was at a fancy dress party. I was trying to identify what kind of party it was. It was a fancy dress party. It was not a fancy dress party. Fancy dress. What does it mean? Fancy dress party?   | Question to identify word meaning from context (fancy dress party) |  |

|  |    |   |  |   |  |
|--|----|---|--|---|--|
|  | 20 | S | Fiesta de disfraces.   |   |  |
|  | 21 | T | <p>Yes, porque dress es vestido, verdad. Vestidos de fiestas. Vestidos ¿de qué? Cómo dicen ustedes. De fantasía. Vestidos de fantasía. Fancy dress party.</p> <p>Now, that was the second paragraph. And now the third paragraph. Look at this. Look at the paper. Listen to me the third paragraph.</p> <p>I pepped out of my blanket ( I mimic footstep)<br/>We are going to repeat the third paragraph. Listen to me. You have to look at the paper.</p> <p>I pepped out of my blanket...</p> | <p>Positive evaluation<br/>Question to identify meaning from context</p> <p>Instruction (about the activity)</p> <p>Modeling reading aloud</p> <p>Control</p> |  |
|  | 22 | S | ¿Qué significa la segunda palabra del tercer párrafo?  |   |  |
|  | 23 | T | Jose, you want to read? please   | Ask for participation   |  |
|  | 24 | S | I pepped out of my blanket.  |   |  |
|  | 25 | T | <p>Yes, very good. On the direction of the window. Yes. The first action that he did. I pepped out of my blanket.</p> <p>What is the action?<br/>Remember that the person was with the blanket on his head (I mimic) and now. I pepped out (I mimic) out. I mimic (the blanket over my head and out) On ahora out.</p>   | <p>Positive evaluation</p> <p>Question to identify word meaning from context (pep out?)</p> <p>Gesture to identify an action</p>                              |  |

|  |    |   |   |  |  |
|--|----|---|---|--|--|
|  | 26 | S | Se escondió.  |  |  |
|  | 27 | T | Se quitó. Se quitó. Quiso ver. Estaba así (I mimic). Y ahora (I mimic) pepped out, pepped out. But, it was to see anything. It was dark. It was dark (oscurísimo) Veía algo?  | Question to check understanding.   |  |
|  | 28 | S | No  |  |  |
|  | 29 | T | Then, I heard (I mimic) footsteps.  | Gesture to identify word meaning   |  |
|  | 30 | S | Pasos   |  |  |
|  | 31 | T | Footsteps, footsteps. They were louder and louder (I mimic)<br>What does it mean louder?<br>What is loud?   | Positive evaluation<br><br>Question to identify word meaning.                    |  |
|  | 32 | S | Suave   |  |  |
|  | 33 | T | No, subiendo, fuerte, más fuertes (I mimic). And I knew the way to my drawer. I knew the way to my drawer where I kept my camera. Qué sucede ahí, vamos a ver. Vamos a tratar de interpretar esa frase. Qué sucede ahí. Mira lo que dice. It was to dark but I knew the way to my drawer were I kept my camera. ¿Qué quiere decir él? | Negative evaluation<br><br>Question to check understanding<br><br>Use of Spanish |  |
|  | 34 | S | Que escuchó los ladridos.   |  |  |
|  | 35 | T | No inventes Cesar. Mira. It was dark (hasta ahí ¿entiendes?) But I knew (I mimic) I knew the way (I point the way, with a mimic to my drawer, to my drawer. What does it  | Negative evaluation<br><br>Scaffolding   |  |

|  |    |   |   |  |  |
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|  |    |   | mean? Drawer? This is a drawer, here. For example (I point a drawer in the classroom). Look at this. This is a drawer (I open a drawer of a classroom cabinet) What does it mean drawer | Question to identify word meaning from context |  |
|  | 36 | S | Una gabeta  |  |  |
|  | 37 | T | Una gabeta. Y en la gabeta estaba la  |  |  |
|  | 38 | S | Camera  |  |  |
|  | 39 | T | The camera. Estaba oscuro. Pero el que...   |  |  |
|  | 40 | S | El sabía  |  |  |
|  | 41 | T | Qué sabía?  |  |  |
|  | 42 | S | Caminar hacia la gabeta   |  |  |
|  | 43 | T | El camino para llegar a la gabeta (I mimic the action. I open the drawer) y allí ¿qué estaba? ¿Qué estaba allí?   | Gesture to identify word meaning.              |  |
|  | 44 | S | The camera  |  |  |
|  | 45 | T | Allí estaba la cámara y ¿qué hizo? I ran (I mimic) I ran and took my camera (I mimic the action again). I open the drawer and took a camera. And what happen?                           | Scaffolding<br><br>Gesture to identify meaning |  |
|  | 46 | S | Empezó a tomar fotos.   |  |  |
|  | 47 | T | Yes, empezó a tomar fotos ¿hacia dónde?   |  |  |
|  | 48 | S | Hacia la ventana  |  |  |
|  | 49 | T | Take pictures in the direction of the window ( I mimic the action)  | Motivation to use English for answers          |  |



|              |    |   |  |  |  |
|--------------|----|---|--|--|--|
|              |    |   | Take pictures on the direction of the window   |  |  |
|              | 50 | T | Soon, the footsteps died of (I mimic) ¿Qué pasó ahí?   | Meaning from context   |  |
|              | 51 | S | Dejaron de sonar   |  |  |
| <b>12:00</b> | 52 | T | Dejaron de sonar los pasos. Vamos a dejar hasta ahí la interpretación de la lectura.<br><br>Quiero que miren un video en donde vamos a aprender sobre como formar verbos en pasado. No todos los verbos se forman de igual manera. Para trabajar en la clase acciones en el pasado.<br><br>Look at the video, please. Irregular verbs. | Positive evaluation<br><br>Instruction (organizing the activity)<br><br>Watch a video (past tense irregular verbs) |  |

| <b>Video September 7<sup>th</sup> Deconstruction- Simple past Instruction and Exercising</b> |      |       |   |               |   |
|--|------|-------|---|---------------|---|
| Time Video   | Turn | Actor | Discourse   | Category      | Commentary  |
|  |      |       | Students watch a video about the past tense- Regular and irregular verbs.<br>I point on some examples and verb forms. | Watch a video | Students engage with the use of technology in the class.<br><br>They could see words and images and listen to the pronunciation of past verb forms. |

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| 4:48 | 1 | T | <p>Now we are going to exercise these rules. Some regular verbs and we are going to practice the formation of some regular verbs and we are going to practice the formation of some irregular verbs.</p> <p>La única forma de aprender los pasados de los irregular es hacienda muchos ejercicios. Y vamos a reconocer en el texto muchos verbos que son irregulares y otros que son irregulares.</p> <p>Now you are going to do an exercise in the classroom</p> <p>Look at the exercise.</p> <p>The first exercise has nine sentences where you have to complete with the correct form of the past tense.</p> <p>In the second exercise, you are going to select the correct answer; and at the end you are going to match the verb with the correct form in the past tense.</p> <p>Pay attention everybody what are you going to do. In the first part, put the verb into the simple past. Put the verb into the simple past. You have to read the sentence. Vloria, you have to read the sentence and in the parenthesis. You have the verbs in the base form. You have to identify the past tense of the verb and you have to write on the line. And here in the second exercise. It's a sentence and you have to</p> | <p>Instruction<br/>(organizing the activity)</p> <p>Use of spanish</p> <p>Instruction<br/>(about the activity)</p> <p>Instruction<br/>(about the activity)</p> |  |
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|   |   |   | <p>complete the sentence using the past tense. And in the last exercise, you have to matching with putting in the parenthesis the number of the correct form matching the past form with the verb.</p> <p>So we are going to work in pairs and I'm going to help you with the exercise.</p>   | <p>Instruction<br/>(organizing the activity)</p> <p>Work in pairs</p>  |  |
|   |   |   | <p>I turn on the lights of the classroom.</p> <p>I give a photocopy with the exercise to the students.</p> <p>Students work in pairs.</p>   |  |  |
| <b>LESSON 1- SEP 7 (Deconstruction-Exercising the past tense.</b> |   |   |   |  |  |
| <b>0:32</b>   | 1 | T | <p>You can read the first sentence please? Read the first sentence. You have to read the first sentence. Last year you have to read aloud. Read aloud. Last year I. What is the past tense of go? Look at the dictionary. Go is an irregular verb. Go is an irregular verb. Go is an irregular verb (I write go on the board) And the past tense of these verb is went.</p> | <p>Ask for participation</p> <p>Motivation (to solve the exercise)</p> |  |

|  |    |   |  |   |  |
|--|----|---|--|---|--|
|  |    |   | <p>So you have to learn (I mimic learn and write went on the board) Because you can use these verb –ed, No –ed, ok. You have to learn went. Go- went. So it's an irregular form. Go- went.</p> <p>Daniel, pay attention. Go. Went, in the past tense.</p> <p>The first sentence. What is the first sentence? What is the first sentence?</p> | <p>Control</p> <p>Ask for participation</p>                           |  |
|  | 2  | S | Last year I went   |   |  |
|  | 3  | T | I went what? Lee la oración.   | Question to complete a sentence                                       |  |
|  | 4  | S | Last year  |   |  |
|  | 5  | T | Last year  |   |  |
|  | 6  | S | Last year I went to England  |   |  |
|  | 7  | T | To holidays  |   |  |
|  | 8  | S | To holidays  |   |  |
|  | 9  | T | <p>Last year, I went to England to holidays. Write the correct form of the verb. The second, please. Who has the second? This is number one. (I number the answers). Number two. What is the verb form? Second verb? What is it? The second? ¿Jesús?</p>   | <p>Question (to complete a sentence)</p> <p>Ask for participation</p> |  |
|  | 10 | S | Be   |   |  |

|  |    |   |  |   |  |
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|  | 11 | T | Two. Be, be (I write on the board) What is the answer? What is the past tense of be in this sentence? Read. It... fantastic. Be. What is the past tense of be? What is the correct form of verb be? What is the correct form of the verb be in the past tense? Remember? Do you remember? Be? In the past tense? What are the forms? Two forms (I write on the board: be- was-were) was and were. Was for singular and were for plural. Was for singular and were for plural. So, the answer here is? What is the answer? In this sentence? With it, what is the answer? ¿Jesús? | Ask for participation<br><br>Question to identify past tense verb form<br><br>Scaffolding<br><br>Initiation |  |
|  | 12 | S | Was  | Response  |  |
|  | 13 | T | Was. It was. Because it's singular. It was. It was (I write on the board). It was fantastic. It was fantastic. Ya pasó. Recuerden que estamos expresando las acciones cuando ya se acabaron. Si vas a usar be, tiene dos formas: was para el singular y were para el plural. En el caso de go. Miren, hace forma especial. ¿Cuál es la forma especial? ¿Cuál es la forma especial qué hizo? Went. Number three, please. Number three. You have to write the answers.   | Evaluation<br><br>Use of Spanish<br><br>Ask for participation   |  |
|  | 14 | S | Visit  |   |  |
|  | 15 | T | Visit. Look. Visit is a regular or irregular verb?   | Question to identify a verb form  |  |
|  | 16 | S | Regular  |   |  |

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|--|----|---|---|---|--|
|  | 17 | T | Regular. What is the answer here? (I write visit on the board) Please, come here. Here. Write three forms. Visit in the past. You have to complete the sentence, using the past tense of the verb. So, visit. The answer is. The answer is... | Ask for participation                                 |  |
|  | 18 | S | Student writes –ed.   |   |  |
|  | 19 | T | No, you have to write the complete word. Write the past form  | Negative evaluation                                   |  |
|  | 20 | S | Student erase de suffix –ed and writes visited.   |   |  |
|  | 21 | T | Pronounce. Please. How do you pronounce? Visited  |   |  |
|  | 22 | S | Visited   |   |  |
|  | 23 | T | Visited, visited, visited. It's a regular form. José Read the complete sentence, please. I... read... Lee la oración complete. I visited  | Correct pronunciation<br><br>Motivation to read aloud |  |
|  | 24 | S | I visited London with my friends.   |   |  |
|  | 25 | T | And number four. Sentence number four. What is the sentence four? Brayan? What is the verb?   | Initiation  |  |
|  | 26 | S | Walk  | Response  |  |
|  | 27 | T | Walk. Write the answer, please. Everybody. You have to complete the exercise, please.   | Evaluation  |  |
|  | 28 | S | Walk  |   |  |
|  | 29 | T | Is it a regular or irregular form?  | Question to identify verb form type                   |  |

|  |    |   |   |  |  |
|--|----|---|---|--|--|
|  | 30 | S | Regular   |  |  |
|  | 31 | T | Regular. The answer is walked.  |  |  |
|  | 32 | S | Walked  |  |  |
|  | 33 | T | Pronuncien una -d final fuerte. Walked- walked. Ok. For regular verbs. You have to use –ed to form the past form. Here, walk- walked. Read the complete sentence, please. Brayan. | Correct Pronunciation<br><br>Initiation                      |  |
|  | 34 | S | In the morning  | Response   |  |
|  | 35 | T | In the morning. I walked in the streets of London. Repeat   | Evaluation<br><br>Correct pronunciation                      |  |
|  | 36 | S | In the morning, we walked in the streets of London.   |  |  |
|  | 37 | T | Again   | Correct pronunciation  |  |
|  | 38 | S | In the morning we walked in the streets of London.  |  |  |
|  | 39 | T | And number five. What is the action? Number five. What is the action? Number five, What is the action? Number five. What is the action?   | Ask for participation<br><br>Question to identify verb form. |  |
|  | 40 | S | Go- Went  |  |  |
|  | 41 | T | Go- Went. Luis. Go- went  |  |  |
|  | 42 | S | The student writes go- went   |  |  |
|  | 43 | T | Is it a regular or irregular verb?  | Question to identify verb form type.                         |  |
|  | 44 | S | Irregular   |  |  |

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|  | 45 | T | Yes, It's an irregular form.<br>Go- went. Very good.<br>Read the complete sentence. You, please.<br>Eldis. Read the complete sentence. Number five.<br>Read the complete sentence. Read. Lee la oración complete a ver.   | Positive Evaluation<br><br>Ask for participation   |  |
|  | 46 | S | I go to the gym   |  |  |
|  | 47 | T | What is the answer? You have to complete with the past form.<br>What is the form in the past? What is the answer number five? Look at the board. The answer is what? What is the answer?<br>You have to pay attention. You are talking.<br>William. Read the sentence number five complete. | Question to complete a sentence<br><br>Scaffolding<br><br>Control<br><br>Ask for participation |  |
|  | 48 | S | In the evening we went to the gym.  |  |  |
|  | 49 | T | In the evening we went to the gym. And number six. What is the answer here?<br>Read the sentence. The weather. What does it mean the weather?   | Positive evaluation<br><br>Question to identify word meaning                                   |  |
|  | 50 | S | Was. The weather was.   |  |  |
|  | 51 | T | It's singular. Was, was<br>Read the complete sentence. Please the complete sentence number six.   | Question to complete a sentence  |  |
|  | 52 | S | The weather was fine. And now, number seven. What is the answer number seven? What is the verb?   |  |  |
|  |    |   |   |  |  |



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|  | 53 | T | Not rain. Here, you have to use the negative form. Pay attention. What is the answer?   | Question to complete a sentence  |  |
|  | 54 | S | Didn't rain   |  |  |
|  | 55 | T | Yes, didn't rain. Write the answer. Who wants to write? Jose?   | Positive evaluation  |  |
|  | 56 | S | Didn't rain   |  |  |
|  | 57 | T | <p>Didn't rain. Because it's the negative. In the negative, you have to use didn't y al verbo ya no le voy a colocar nada. Queda igualito. Ana Karina, ya viste. No puedes usar didn't y además el verbo en pasado.</p> <p>Lee la oración completa Christian, please. You have to read the complete sentence.</p> | <p>Positive evaluation</p> <p>Explanation (about the use of negative verb form)</p> <p>Ask for participation</p> |  |
|  | 58 | S | No  |  |  |
|  | 59 | T | No. My god. I don't know what happened to you. Brayan?  | Negative evaluation  |  |
|  | 60 | S | It didn't rain a lot.   |  |  |
|  | 61 | T | <p>And here, number eight. What is the action?</p> <p>Number eight. What is the action number eight?</p>  | <p>Ask for participation.</p> <p>Question to complete a sentence</p>   |  |
|  | 62 | S | See   |  |  |

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|  | 63 | T | See (I write see... so what is the correct past form of see. What is? Is it a regular? Or irregular? | Positive evaluation<br><br>Question to complete a verb form |  |
|  | 64 | S | Irregular  |   |  |
|  | 65 | T | So, I have to remember what is the past form?<br>¿Cuál es la forma que aparece en el texto?          | Question to identify a verb form                            |  |
|  | 66 | S | Saw  |   |  |
|  | 67 | T | The pronunciation is saw. Saw. Cómo se escribe? Jose?  | Correct pronunciation and writing                           |  |
|  | 68 | S | Saw  |   |  |
|  | 69 | T | Saw. Mira, le pongo estrellitas a los irregulares. Aprendimos go?                                    |   |  |
|  | 70 | S | Went   |   |  |
|  | 71 | T | See  |   |  |
|  | 72 | S | Saw  |   |  |
|  | 73 | T | Hamit. Lee la oración completa. The complete sentence. Please. Number eight.                         | Initiation  |  |
|  | 74 | S | He saw a beautiful rainbow.  | Response  |  |
|  | 75 | T | He saw a beautiful rainbow. What does it mean rainbow? Look at rain. ¿Después de la lluvia?          | Evaluation<br><br>Initiation                                |  |
|  | 76 | S | Arco iris  | Response  |  |
|  | 77 | T | Yes, arco iris. Rainbow. And the last one. Number nine. What is the verb?                            | Evaluation<br>Ask for participation                         |  |
|  | 78 | S | Spend  |   |  |

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|       | 79 | T | Apareció uno, que es irregular también. What is the complete sentence here? Bueno acá es interrogativa ¿Cómo sería la forma correcta? Están pidiendo interrogativa. ¿Cómo sería? ¿A ver? ¿En la interrogativa? ¿Qué hay que usar? | Scaffolding<br><br>Use of spanish<br><br>Question to identify a verb form |  |
|       | 80 | S | Did   |   |  |
|       | 81 | T | Venga y escriba la pregunta con spend. ¿Cómo sería? ¿Quién pasa? Class participation, please. Daniel. Cómo sería la pregunta. Mira. Aquí fue negativa. Ahora aquí es interrogativa. ¿Cómo queda?                                  | Ask for participation<br><br>Use of Spanish<br><br>Scaffolding            |  |
|       | 82 | S | Did you   |   |  |
|       | 83 | T | Did you   |   |  |
|       | 84 | S | Spend   |   |  |
|       | 85 | T | Y coloca el verbo igualito. Did you spend? Ahí no hay que colocar nada. Porque ya usaste did. ¿Cómo queda la oración completa?  | Explanation about the interrogative past tense.<br>Use of Spanish         |  |
|       | 86 | S | Where did you spend your last holiday?  |   |  |
|       | 87 | T | Ok. Continue working in pairs.  | Ask for collaborative work  |  |
| Video | 1  | T | I greet the students. For today everybody has the photocopy on your English   | Instruction (organizing the activity)                                     |  |

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|  |   |   | notebook. Please, look at the text on your English notebook. Remember that we are reading the text. What is the title of the text? What is the title of the story? Ana Karina? What is the title?  | Review the text<br><br>Initiation                              |   |
|  | 2 | S | A scary night  | Response   |   |
|  | 3 | T | A scary night. Who wants to read the first paragraph to remember what happened in the first paragraph? Who wants to read? Who wants to read today? William? William, you have to read the first paragraph aloud for everybody to remember the story that we are reading.   | Evaluation<br><br>Motivation to read aloud                     |   |
|  | 4 | S | It was a dark and stormy night. It was about to go to bed when I heard a tapping sound on my window. Who's there? I shouted. Suddenly, there was a flash of lightening. I saw a face at the window. It look like and alien that I had seen on the television show The X files<br>Listen, please.                                     | Student reading<br><br><br><br><br><br><br><br><br><br>Control | The student reads better more confident |
|  | 5 | T | Ok. That's was the first part of the reading. As you see in the text. In the last class we studied that there were some actions that happen in the past. Two actions happened in the past in this text Do you remember?<br><br>Here. This is the present and here. What happened here? What happened here in the text? In the story? | Summary<br><br>Question to identify past verb form             |   |

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|  |    |   | I write the date line on the board.   |  |  |
|  | 6  | S | I was go to bed   |  |  |
|  | 7  | T | He was go to bed. The character, the person was go to bed. So, go to bed here and then What happened? What happened here? What happened?  | Explanation about past events in the<br><br>Question to identify past events |  |
|  | 8  | S | I heard a tapping sound on my window.   |  |  |
|  | 9  | T | Yes, he said. When I heard a tapping sound on my window.<br>Here I do a tapping sound on the window of the classroom, like a mimic.<br>Something happened when he was going to bed.<br>So, the other action was “heard a tapping sound.<br>Another. What happened then? He hears the tapping sound. Then, what happened? What happened when he heard a tapping sound on the window? | Positive evaluation<br><br>Scaffolding                                       |  |
|  | 10 | S | I saw a face<br>Who’s there?  |  |  |
|  | 11 | T | Who’s there? I shouted (I mimic). Suddenly, there Was a flash of lightening. What happened then? What happened then?  | Question to identify past events in the text                                 |  |
|  | 12 | S | Vió una cara.<br>Un alien   |  |  |
|  | 13 | T | I saw a face. Saw a face on the window.<br><br>So, look at here (I write the actions on the dateline)<br><br>Look, look, go to bed, heard a sound, shouted, saw a face.   | Positive evaluation<br><br>Mark past events in a date line.                  |  |

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|  |    |   | <p>Four actions ok, in the past (I mimic the four actions)</p> <p>In the last class we learn how to form the past tense. We learned some instructions that are used in English to form the past form. In the last class we reviewed the regular verbs like “shouted” (I write) Regular verbs. How do you do to form the regular verbs?</p> <p>Quien me puede explicar lo que vio en el video y como formar el pasado de algunos verbos. For example.</p> | <p>Summary</p> <p>Give an example</p> |  |
|  | 14 | S | Play tennis  |                                       |  |
|  | 15 | T | <p>Play tennis or volleyball. Another action?</p> <p>Play tennis and volleyball. Another action?</p>   | Ask for participation                 |  |
|  | 16 | S | Listen to music  |                                       |  |
|  | 17 | T | Listen to music  |                                       |  |
|  | 18 | S | Dance  |                                       |  |
|  | 19 | T | Dance. Another one   |                                       |  |
|  | 20 | S | Phone the mother   |                                       |  |
|  | 21 | T | Phone my mother  |                                       |  |
|  | 22 | S | Study  |                                       |  |
|  | 23 | T | Good, study.   |                                       |  |
|  | 24 | S | Cry  |                                       |  |
|  | 25 | T | Cry  |                                       |  |
|  | 26 | S | Use the computer   |                                       |  |

|  |    |   |   |                                   |  |
|--|----|---|---|-----------------------------------|--|
|  | 27 | T | Use the computer  |                                   |  |
|  | 28 | S | Walk the door   |                                   |  |
|  | 29 | T | And walk the door.<br>So there are examples of regular verbs. ¿Cómo se forma el pasado de esos verbos en Inglés?  | Give an example                   |  |
|  | 30 | S | Agregamos -ed   |                                   |  |
|  | 31 | T | Ok. Podríamos practicar y usarlos. For example: Jose Did you use the computer yesterday?  | Initiation                        |  |
|  | 32 | S | No, I didn't<br><br>Yes, I did.   | Response                          |  |
|  | 33 | T | Ok. Para las preguntas usamos Did (I write on the board) Did you use your computer yesterday?<br>¿Qué me respondió?   | Evaluation                        |  |
|  | 34 | S | Yes, I did  |                                   |  |
|  | 35 | T | Cristian did you listen to music yesterday? Como me respondes?  | Initiation                        |  |
|  | 36 | S | Yes, I did  | Response                          |  |
|  | 37 | T | Muy bien, Luis. Yes, I did. Y lo puedo decir en forma larga. I listened to music yesterday.<br><br>¿Quién me recuerda la formación de play en el pasado? ¿Quién escribe?<br><br>Pasa y escribe al ladito para que me coloques. A ver, played. Solo haces la formación colocándole I pronounce listened and I mimic. | Evaluation<br><br>Correct writing | Student need more practice with -ed rules.<br>Mistake to write the past tense of play- He wrote plaid. |

|  |    |   |   |                                       |                              |
|--|----|---|---|---------------------------------------|------------------------------|
|  | 38 | S | Played  |                                       | Bad pronunciation            |
|  | 39 | T | ¿Así fue? ¿Así fue? ¿Qué pasó ahí? Ven José ven a ver. William te va a corregir. Porque parece que hay una confusión. William. ¿Qué paso ahí? ¿Cómo harías?   | Correct writing                       |                              |
|  | 40 | S | Played<br>Student writes on the board.  |                                       |                              |
|  | 41 | T | No va a cambiar la y. Porque William, en el video decía que no cambiaba. Mira, porque hay una vocal delante. No vas a cambiar la y griega. Pero, José. ¿Qué harías en study? Ahí si la cambias. Ahí si la vas a cambiar.<br><br>I give the marker to the student to write the correct Word. | Correct writing                       |                              |
|  | 42 | S | Studied<br><br>Porque está una consonante delante. Entonces decimos, studied, studied y eso lo vas a usar en la forma afirmativa.   | Correct writing<br><br>Use of Spanish | The student wrote correctly. |
|  | 43 | T | Te voy a preguntar José. Did you study English yesterday?   | Initiation                            |                              |
|  | 44 | S | No  | Response                              |                              |
|  | 45 | T | No what?<br>Cómo digo la forma negative para decir No. Yo no estudie.   | Evaluation<br><br>Initiation          |                              |



|  |    |   |  |  |  |
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|  | 46 | S | No, I didn't   | Response   |  |
|  | 47 | T | No, I didn't. José. Mira.<br>Did you study English yesterday? My dear friend?<br>No I didn't.<br><br>Jardel. Did you study English yesterday?  | Evaluation<br><br><br>Initiation   |  |
|  | 48 | S | No. I didn't   | Response   |  |
|  | 49 | T | No, I didn't. I didn't study English.<br>Cuando uso la forma negativa, No vas a usar la forma pasada que utilizó José al conjugar.<br>Solamente la forma base del verbo. ¿Entendido?<br><br>Hamit, Did you walk your dog yesterday?  | Evaluation<br><br>Use of Spanish<br><br><br>Initiation   |  |
|  | 50 | S | No, I didn't   | Response   |  |
|  | 51 | T | No, what?  | Evaluation   |  |
|  | 52 | S | I didn't.  | Response   |  |
|  | 53 | T | En inglés no sólo vas a decir No... No, I didn't.<br>Yes, I did. Si haces la acción. Yes, I did/ y si no haces la acción. No, I didn't.<br><br>Ahora voy a hacer unas preguntitas rapiditas de cosas que de pronto hicieron ayer.<br>For example. Phone your friend (I mimic the action) Cesar? Did you phone your friend yesterday? | Explanation (about past tense short answers)<br><br><br>Explanation about the activity<br><br>Initiation |  |
|  | 54 | S | Yes, I did or No, I didn't.  | Response   |  |
|  | 55 | T | Eldys, please. Did you dance cumbia yesterday?   | Initiation   |  |

|  |    |   |  |   |  |
|--|----|---|--|---|--|
|  | 56 | S | No, I didn't   | Response  |  |
|  | 57 | T | Cumbia in this time. No, I didn't. Eldys, ¿Cómo haces el pasado acá de dance and pon? ¿Cómo haces aquí el pasado? Dance and phone? ¿Solamente que vas a agregar? | Evaluation<br><br>Initiation                                |  |
|  | 58 | S | Ed-  | Response  |  |
|  | 59 | T | ¿Voy a agregar dos e?  | Evaluation  |  |
|  | 60 | S | No sólo la -d  | Response  |  |
|  | 61 | T | Ok. Solo la d. Entonces digo danced/ phoned/ and use. ¿Pero qué sucede acá con cry? ¿Qué sucede allí?<br><br>Cried. Voy a cambiar. ¿O no voy a cambiar la -y?    | Correct pronunciation<br><br>Use of Spanish.                |  |
|  | 62 | S | Si   |   |  |
|  | 63 | T | Si se hace necesario. ¿Cómo sería?<br><br>A ver Luis. ¿Cómo sería? ¿El pasado con cry?   | Question to identify past tense verb form<br><br>Initiation |  |
|  | 64 | S | Escribe cried.   | Response  |  |
|  | 65 | T | Very good. Right. So, did you cry yesterday? (I mimic). No?  | Evaluation<br>Initiation                                    |  |
|  | 66 | S | Yes. I did.  | Response  |  |
|  | 67 | T | Yes, I did. Ayelen, did you cry yesterday?   | Evaluation<br>Initiation                                    |  |
|  | 68 | S | No   | Response  |  |
|  | 69 | T | No, what?  | Evaluation  |  |
|  | 70 | S | No, I didn't   |   |  |
|  | 71 | T | No, I didn't.  |   |  |

|       |    |   |  |  |  |
|-------|----|---|--|--|--|
| 18:38 |    |   | <p>Now, we are going to read the second paragraph. You need the paper. You and you, your paper. Pay attention to the next paragraph.</p> <p>( I check that everybody his the text) Pay attention to the next paragraph.</p> <p>Javier, pay attention to the next paragraph. Camila. I felt. Pay attention. Listen to me. Look at the paper, please. The second paragraph. I felt very scared. I ran to my bed and pulled my blanket over my head I started to shout for my parents. But, there was no reply. Then I remember that they weren't at a fancy dress party. Again. Listen to me.</p> <p>Follow the text. The second paragraph.</p> <p>I felt very scared. I rain to my bed and pulled my blanket over my head. I started to shout for my parents. But there was not reply. Then, I remembered that they were at a fancy dress party. That's the second paragraph, please.</p> <p>Who wants to read the second paragraph? Please. Sulaynis, please. Read the second paragraph.</p> | <p>Instruction (organizing the activity)</p> <p>Control</p> <p>Instruction (about the activity)</p> <p>Modeling reading aloud</p> <p>Instruction (about the activity)</p> <p>Motivation to read aloud</p> <p>Ask for participation</p> | Students need to pay more attention to to the reading aloud. |
|       | 72 | S | <p>I felt very scared. I ran to mu bed and pulled my blanket over my head. I started to shout for my parents. But there was not reply. Then, I remembered that they were at a fancy dress party.</p>   |  |  |

|  |    |   |  |  |   |
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|  | 73 | T | Yes, Good very good.<br>Continue the reading.<br>Liseth, please. Read the second paragraph. Again.<br>Pay attention to the pronunciation, here. First-scared- pulled.<br>Listen: started-remembered.<br>Listen to Liseth, please.  | Positive evaluation<br><br>Correct Pronunciation             |   |
|  | 74 | S | I felt very scared. I ran to my bed and pulled my blanket over my head. I started to shout for my parents. But there was no reply. Then, I remembered that they were at a fancy dress party  | Student reading  | Bad pronunciation, but they show more participation |
|  | 75 | T | Yes. Pay attention here. What happened in the second paragraph? What happened? I felt very scared. Do you remember scared? Scared is happy, or is nervous?   | Question to check understanding                              |   |
|  | 76 | S | Nervous  |  |   |
|  | 77 | T | (I mimic nervous) Yes, a tapping sound on the window, a face, an alien's face. So, he was scared, scared.<br>I ran to my bed. What is the action? I ran to my bed. I ran. What is the action here? I ran. The action is in the past tense (I wrote on the board run /ran)<br>Remember. I ran to my bed. The verb is? | Question to identify actions in the past.<br><br>scaffolding |   |
|  | 78 | S | Run  |  |   |
|  | 79 | T | Run. Then, continue. I pulled my blanket. What does it mean? Blanket? Blanket? What does it mean? My blanket on my head. The action here is pull. ¿Qué será? (I mimic  | Question to identify word meaning.<br><br>Scaffolding        |   |

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|  |    |   | pull) ¿what is this action?<br>¿Pull?  |  |   |
|  | 80 | S | Jalar  |  |   |
|  | 81 | T | Jalar. Ok. Pull. But it is in the past tense. ¿What is the form? Pulled (I write pull on the board)  | Positive evaluation  | Students identify actions but show lack of vocabulary to say the word in English. |
|  | 82 | S | Pulled   |  |   |
|  | 83 | T | What did he pulled?  |  |   |
|  | 84 | S | My blanket. What does it mean blanket in this case?  | Question to identify word meaning                                      |   |
|  | 85 | T | He is in the bed   |  |   |
|  | 86 | S | La sabana  |  |   |
|  | 87 | T | Ok. Muy bien, la sabana.<br><br>Estaba en la cama, se sobreentiende que blanket debe ser la sabana, la cobija. ¿Dónde se la colocó? ¿En los pies?  | Positive evaluation.<br><br>Use of Spanish.                            |   |
|  | 88 | S | On my head   |  |   |
|  | 89 | T | On his head.<br>Mira lo que ha sucedido. ¿Van siguiendo lo que él va haciendo, no?<br><br>I started to shout for my parents. What does it mean? Started, started, mira que está usando la forma de pasado.<br>I started to shout. What is the action? What does it mean shout? What is the action of shout?<br>Jardel. Do you remember the action of shout?<br>Shout. What is the action? What is the action? (I started to shout) ¿Cuál es la acción de shout?<br>¿Qué hizo? ¿Qué acción hizo? Shout? Es la misma | Question to check understanding.<br><br>Scaffolding<br><br>Scaffolding | Students need a lot of help to understand questions.                              |

|  |     |   |   |   |  |
|--|-----|---|---|---|--|
|  |     |   | acción que dice allá arriba.<br>Who's there? (I mimic)<br>What is the action?<br>Shout is hablar?   |   |  |
|  | 90  | S | No, gritar  |   |  |
|  | 91  | T | ¿Cómo sería? ¿Qué hizo?<br>¿Cómo lo haría?  | Question to<br>check<br>understanding                                     |  |
|  | 92  | S | Some students shout   |   |  |
|  | 93  | T | ¿Los papás le<br>respondieron?  |   |  |
|  | 100 | S | No. There was no replay.  |   |  |
|  | 101 | T | Pay attention. Then. I<br>remembered that they were<br>in a fancy dress party.<br>¿Qué recordó?   | Question to<br>check<br>understanding                                     |  |
|  | 102 | S | Se fueron a una fiesta.   |   |  |
|  | 103 | T | They were in a fancy dress<br>party. What does it mean<br>fancy?<br>What does it mean fancy<br>dress party? Do you<br>remember fancy? They<br>were in a party. What kind<br>of party? Fancy. What<br>does it ...?<br>Is it a birthday party? Is the<br>same as fancy party?<br>Birthday and fancy?<br>I write fancy- fancy dress<br>party.<br>Vamos a mirar. ¿Es lo<br>mismo? What does it mean<br>dress? Karina, please What<br>kind of dress is a fancy<br>dress? | Question to<br>identify word<br>meaning in<br>context.<br><br>Scaffolding | Students show lack<br>of vocabulary.<br><br>They need a lot of<br>help to answer<br>questions. |
|  | 104 | S | Disfraces   |   |  |
|  | 105 | T | Yes. Fancy dress.   | Positive<br>evaluation.   |  |
|  |     |   |   |   |  |

| VIDEO SEP 12 DECONSTRUCTION- EVENTS- Irregular Verbs. |      |       |  |  |   |
|---|------|-------|--|--|---|
| Time Video  | Turn | Actor | Discourse  | Category   | Commentary                                |
|   | 1    | T     | Stand up Please. Stand up please. Stand up please. Stand up please. Everybody. What happened to you? You have to some of the sound that I'm going to tell you. Please. You have to cry! Cry! (I mimic) (Everybody cry) And the second. You have to walk. Walk (everybody walk) You have to jump. Jump (I mimic) (students jump and have fun) | Instruction (organizing the activity)<br><br>Ask for participation<br><br>Instruction (about the activity) | Students finally engaged in the activity. |
|   | 1    | T     | So. You have to laugh. What is the action? (Students laugh (I mimic. Everybody have fun) And shout. Shout  | Gesture to identify actions<br><br>Recycle vocabulary  |   |
|   |      |       | Seño (student shoots)  |  |   |
|   | 2    | T     | No. Ese es shoot.  |  |   |
|   | 3    | S     | Students shout (They have fun)   |  |   |
|   | 4    | T     | Silence. Silence and sit down  | Control  |   |
|   |      |       | Imagine that it's twelve o'clock in the night. Twelve o'clock in the   | Question (to check understanding)  |   |

|  |   |   |   |  |  |
|--|---|---|---|--|--|
|  |   |   | night. Sergio and you heard someone laughing (I mimic) Are you happy or are you nervous?  | Initiation   |  |
|  | 5 | S | Happy   | Response   |  |
|  | 6 | T | Happy? Twelve o'clock at night and someone is laughing (I mimic) or someone shouting when you heard someone shouting at twelve o'clock. Are you nervous or are you happy?   | Negative evaluation<br><br>Initiation  |  |
|  | 7 | S | Nervous   | Response   |  |
|  | 8 | T | <p>Nervous.<br/>So Look at the text. Look at the text. Jardel. Look at the text. Here in the fourth paragraph. We are going to read the fourth paragraph, please. Look at the text Jose. In the fourth paragraph. Number fourth. Here. Look at the paragraph. Yes. Listen. Listen to me.</p> <p>“The grandfather clock struck. Dong...It was twelve midnight- Pay attention. Listen to me. Jaider. You need your text. Your text. You need your text. Here. The grandfather clock struck. It was twelve midnight. I went back to my bed. I went back to my bed and try to sleep. But I couldn't sleep. I felt frightened.. I sat up. My mind was full of thoughts. Time pass. One o'clock. Two o'clock. Three o'clock and four o'clock. Finally, I felt asleep. Could</p> | <p>Positive evaluation</p> <p>Control</p> <p>Modeling reading aloud</p> <p>Control</p> |  |



|      |    |   |   |   |                          |
|------|----|---|---|---|--------------------------|
| 4:54 |    |   | <p>you read the fourth paragraph, please?</p> <p>Who wants to read today, please?</p> <p>Ana Karina. Can you read the paragraph, please?</p> <p>Number fourth. Listen. Again. What happened in the fourth paragraph of the story? Please. Listen. Stand up (I mimic)</p>  | <p>Ask for participation</p> <p>Motivation (to read aloud)</p>                              |                          |
| 5:17 | 9  | S | <p>The grandfather clock struck. It was twelve midnight. I went back to my bed. I went back to my bed and try to sleep. But I couldn't sleep. I felt frightened... I sat up. My mind was full of thoughts. Time pass. One o'clock. Two o'clock. Three o'clock and four o'clock. Finally, I felt asleep.</p>   | <p>Student reading</p>  | <p>Bad pronunciation</p> |
|      | 10 | T | <p>Pay attention again to the reading. The pronunciation. The correct pronunciation.</p> <p>The grandfather clock struck. It was twelve midnight. I went back to my bed. I went back to my bed and try to sleep. But I couldn't sleep. I felt frightened... I sat up. My mind was full of thoughts. Time pass. One o'clock. Two o'clock. Three o'clock and four o'clock. Finally, I felt asleep.</p> <p>Again. Who wants to read, please? Angie, please. Can you read the same paragraph-The grandfather clock? Read again. The grandfather clock</p> | <p>Correct pronunciation</p> <p>Modeling reading aloud</p> <p>Motivation to read aloud.</p> |                          |

|      |    |   |   |   |                   |
|------|----|---|---|---|-------------------|
| 7:03 | 11 | S | The grandfather clock struck. It was twelve midnight. I went back to my bed. I went back to my bed and try to sleep. But I couldn't sleep. I felt frightened. I sat up. My mind was full of thoughts. Time pass. One o'clock. Two o'clock. Three o'clock and four o'clock. Finally, I felt asleep.  | Student Reading   | Bad pronunciation |
|      | 12 | T | <p>Yes. Finally, I felt asleep. Finally, I felt asleep. Pay attention. Listen to me the first sentence. What does it mean here? The grandfather clock struck. What does it mean? What is the action here? The grandfather clock struck. What action is this? What is the action there? The first sentence. The grandfather struck. Dong... What does it mean struck? What the action is of struck? What is the action of a clock? What kind of clock is this? Is it a watch or a clock? What is the difference between clock and watch?</p> <p>This is a watch (I point my watch). This is a watch I draw a clock on the board. This is a clock. I draw a watch on the board. And this is a watch. What is the difference here This is a watch. And this is a clock. Are the same? Look at this. This is a clock. The grandfather clock and this is a watch. Where is the clock used? On your hand? (La hora)</p> | <p>Question(to check understanding)</p> <p>Scaffolding</p> <p>Scaffolding</p> <p>Question to identify word meaning from context</p> |                   |

|  |    |   |   |   |  |
|--|----|---|---|---|--|
|  | 13 | S | No  |   |  |
|  | 14 | T | No, where? Look at this.<br>Where is it used? On your hand or on the wall? On the wall or on your hand?   | Scaffolding   |  |
|  | 15 | S | On the wall   |   |  |
|  | 16 | T | On the wall. This is a big clock. This is a clock. And this is a watch. This is my watch (I point my watch). But when it is used on the wall, you use clock. The grandfather struck. What is the sound of struck. What is the sound? What is the sound of a clock? What is the sound of a clock? Look at this (I point the clock). What is the sound? Ah? What is the sound?<br>Ding/dong/ Ding/ Dong<br><br>Some clocks have sounds. | Positive evaluation<br><br>Scaffolding<br><br>Question to identify meaning from context | Students do not answer                         |
|  | 17 | S | Ding/ Dong/ Ding/ Dong  |   |  |
|  | 18 | T | Here, The clock struck. I write struck. This is the action- struck. It's in the past. Look up. What is the action? Jose busca. Cuál es la acción que el pasado es struck. Búscala para ver. Cuál sería la acción allí (José busca en el diccionario) What is the action? ¿De los relojes? Look up, please. What is the action? This is the past tense. Allí está expresado en el pasado. The clock struck. What is the sound?         | Look up a meaning on the dictionary   | Students don't know how to use the dictionary. |
|  | 19 | S | Profe Strike  |   |  |

|  |    |   |  |   |                                     |
|--|----|---|--|---|-------------------------------------|
|  | 20 | T | What time was it?  |   |                                     |
|  | 21 | S | Twelve o'clock   |   |                                     |
|  | 22 | T | Twelve o'clock. Midnight. It's very dark. What happened? What happened then? I went back to my bed. What is the action here? Went back.  | Scaffolding   |                                     |
|  | 23 | S | Regresó  |   |                                     |
|  | 24 | T | Bien. ¿Regresó a dónde? A la cama. To my bed. I went to my bed and try to sleep. And try to sleep.   | Positive evaluation   |                                     |
|  | 25 | S | José mimic (sleep)   |   | Student uses a gesture for response |
|  | 26 | T | But, could he sleep) Could the person sleep?   | Initiation  |                                     |
|  | 27 | S | No pudo dormir   | Response  | Student answer in Spanish           |
|  | 28 | T | No, He couldn't. Look "I couldn't sleep" Why?  | Question to identify reason   |                                     |
|  | 29 | S | Hacía frío   |   |                                     |
|  | 30 | T | Yes? No. Why? Why? Read the sentence. "I felt too frightened". What does it mean frightened? Happy? Frightened? (I mimic)<br>Look at. Twelve o'clock. It's dark. I felt too frightened. What does it mean? | Negative evaluation.<br>Scaffolding<br><br>Question to identify the word meaning from context |                                     |
|  | 31 | S | Tenía miedo  |   |                                     |
|  | 32 | T | Tenía mucho miedo. Tenía mucho miedo. ¿Qué hizo entonces? I sat up. Sat. Sat is an action. Sat up. What does it mean sat   | Positive evaluation   |                                     |

|       |    |   |  |   |  |
|-------|----|---|--|---|--|
|       | 33 | S | Sit<br>Se sentó  |   |  |
|       | 34 | T | ¿Cuál es el verbo? Digo Sit down. Sat down/ sat up.<br>¿Dónde se sentaría?<br>¿Dónde está el personaje?<br>¿Dónde? Where is he?                  | Question to identify Word meaning from context.         |  |
|       | 35 | S | En la cama   |   |  |
|       | 36 | T | En la cama. I sat up.<br>Jardel, Vas siguiendo las acciones. ¿Quién me puede decir con sus propias palabras como va la situación de la historia? | Positive evaluation<br><br>Motivation (to do a summary) |  |
| 15:51 | 37 | S | Seño. ¿Pero hay que hacerlo en inglés?   | Use of Spanish.   |  |
|       |    | T | Sí. Lo puedes hacer en inglés. Inténtalo. ¿Qué escuchó?  |   |  |
|       | 38 | S | He heard a tapping sound   | Scaffolding   |  |
|       | 39 | T | He heard the sound...  |   |  |
|       |    |   | Summary with the students.   | Summary   |  |
| 16:40 |    |   |  |   |  |
|       |    |   |  |   |  |

**Video September 14th- Deconstruction- past Events and Following the sequence**

| Time Video | Turn | Actor | Discourse   | Category    | Comments |
|------------|------|-------|---|-------------|----------|
|            | 1    | T     | You need your text. You need your text. Moisés. Everybody has the text. And you have to follow the reading. Please, Listen to me. Everybody has to listen to me. In the first paragraph. I'm going to review the first paragraph. | Instruction |          |

|  |   |   |   |  |  |
|--|---|---|---|--|--|
|  |   |   | <p>Follow the story. I'm going to read. A scary night.</p> <p>It was a dark and stormy night. I was about to go to bed when I heard a tapping sound on my window. "Who's there?" I shouted. Suddenly there was a flash of lightning; I saw a face at the window. It looked like an alien ... an alien that I had seen on the television show, "the X files." I felt very scared. I ran to my bed and pulled my blanket over my head. I started to shout for my parents but there was no reply. Then I remembered that they were at a fancy dress party. I peeped out of my blanket but it was too dark to see anything. Then I heard footsteps. They were getting louder and louder. It was dark but I knew the way to my drawer where I kept my camera. I ran there and took out my camera and started to take pictures in the direction of the window. Soon the footsteps died off. The grandfather clock struck ... Dong ... It was 12 midnight. I went back to my bed and tried to sleep. But I could not sleep. I felt too frightened. I sat up; my mind was full of thoughts. Time passed ... one o'clock, two o'clock, three o'clock, four o'clock. Finally, I fell asleep.</p> <p>The second paragraph. Read your text. You need your text. You need your text. So we are going to read again. Please you have to begin the reading. So Camila . Please Can you read the first paragraph. The first paragraph</p> | <p>Modelling reading aloud</p> <p>Instruction</p> <p>Ask for participation</p> |  |
|  | 2 | S | Camila doesn't want to read   |  |  |
|  | 3 | T | In your text. The first paragraph. Camila. The first paragraph. You have to follow again. What we were reading.   | Ask for participation  |  |

|      |    |   |   |  |  |
|------|----|---|---|--|--|
|      |    |   | Please. I can't listen. Camila. You have to read aloud. Yes.  |  |  |
|      | 4  | S | I felt scared   |  | Student is encouraged to read aloud  |
|      | 5  | T | It was a dark and stormy night. In the first paragraph. Yes in the first paragraph  | Modelling<br>Motivation  |  |
|      | 6  | S | It was a dark and stormy night. I was about to go to bed when I heard a tapping sound on my window. "Who's there?" I shouted. Suddenly there was a flash of lightning; I saw a face at the window. It looked like an alien ... an alien that I had seen on the television show, "the X files."  |  | Student could read.<br><br>For a group of student it is too difficult to pay attention and follow the reading. |
|      | 7  | T | The second paragraph, please. Diana the second paragraph. I can't hear. I can't hear. You have to try. You have to try, please. And the others have to try to listen  | Ask for participation<br>Motivation                                    |  |
|      | 8  | S | I felt<br><br>(No reading. Student couldn't read)   |  |  |
|      | 9  | T | Sulaynis. Can you help please? Can you help? Diana pay attention please. The second paragraph. You have to try to read. You have to try. You have to practice reading aloud.<br><br>I felt scared. Listen to me. I ran to my bed and I pulled my blanket over my head. I started to shout for my parents and there was not replay. But I remembered that they were at a fancy dress party. Try to read again, please. | Ask for participation<br><br>Motivation<br><br>Modelling reading aloud |  |
| 6:11 | 10 | S | I felt scared... I felt scared. Listen to me. I ran to my bed and I pulled my blanket over my head. I started to shout for my parents and there was not replay. But I remembered that they were at a fancy dress party.   |  | Student is encouraged to read aloud  |
|      | 11 | T | Yes! And the third paragraph, please. Try Cesar. You have to try to read the third paragraph. Listen to me please.<br><br>I peeped out of my blanket but it was too dark to see   | Ask for participation.<br><br>Motivation                               |  |

|  |    |   |   |   |                                     |
|--|----|---|---|---|-------------------------------------|
|  |    |   | <p>anything. Then I heard footsteps. They were getting louder and louder. It was dark but I knew the way to my drawer where I kept my camera. I ran there and took out my camera and started to take pictures in the direction of the window. Soon the footsteps died off.</p> <p>Please Cesar, read the third paragraph.</p>   | <p>Modelling reading aloud</p> <p>Ask for participation</p> |                                     |
|  | 12 | S | <p>I peeped out of my blanket but it was too dark to see anything. Then I heard footsteps. They were getting louder and louder. It was dark but I knew the way to my drawer where I kept my camera. I ran there and took out my camera and started to take pictures in the direction of the window. Soon the footsteps died off.</p>  |   | Student is encouraged to read aloud |
|  | 13 | T | <p>Right! And the fourth paragraph, please. Can you read please? Listen to me.</p> <p>The grandfather clock struck ... Dong ... It was 12 midnight. I went back to my bed and tried to sleep. But I could not sleep. I felt too frightened. I sat up; my mind was full of thoughts. Time passed ... one o'clock, two o'clock, three o'clock, four o'clock. Finally, I fell asleep. Try to read aloud, Please, try. You need the text.</p> | <p>Ask for participation</p> <p>Motivation</p>              | Student is encourage to read        |
|  | 14 | S | <p>The grandfather clock struck ... Dong ... It was 12 midnight. I went back to my bed and tried to sleep. But I could not sleep. I felt too frightened. I sat up; my mind was full of thoughts. Time passed ... one o'clock, two o'clock, three o'clock, four o'clock. Finally, I fell asleep.</p>   |   |                                     |
|  | 15 | T | <p>Yes! Finally I felt asleep. So we read to parts of the anecdote. In the first paragraph as you see we have</p>   | Positive response   |                                     |



|  |    |   |  |                                |  |
|--|----|---|--|--------------------------------|--|
|  |    |   | the information about the situation of the story. The situation of the story was in the day/ during the day or at night. The story was during the day or at night? The story was during the day or at night?               | Questioning                    |  |
|  | 16 | S | At night   |                                |  |
|  | 17 | T | The person is the story was at night. And it is a personal story. And how the person is? The person is happy or is nervous. The person is  | Summary<br>Scaffolding         |  |
|  | 18 | S | Nervous  |                                |  |
|  | 19 | T | The person is nervous  |                                |  |
|  |    |   | In this part, what did he hear? What did he hear? What did he hear? Alex what did he hear? In the first paragraph? What did the person hear? Ah? What did the person hear?<br><br>(I mimic hear....and I knock the window) | Questioning<br><br>Scaffolding |  |
|  | 20 | S | A tapping sound  |                                |  |
|  | 21 | T | A tapping sound, sound on the window.<br>What did he see?  | Initiation                     |  |
|  | 22 | S | A face   | Response                       |  |
|  | 23 | T | A face. A happy face?  | Evaluation                     |  |
|  | 24 | S | No   | Response                       |  |
|  | 25 | T | What kind of face? What kind of face did he see? He saw...   | Initiation                     |  |
|  | 26 | S | An alien   | Response                       |  |
|  | 27 | T | Yes, an alien's face   | Evaluation                     |  |
|  | 28 | T | It was a happy face?   |                                |  |
|  | 29 | T | What kind of face was it? What kind of face was it?<br><br>I mimic (scary face)  | Scaffolding<br><br>Initiation  |  |
|  | 30 | S | Scary... scary....scary  | Response                       |  |
|  | 31 | T | It was the face of an alien<br>How did the boy know that the face he saw was an alien? How did he know? How did he know? It was a face of an alien. Why? Why?  | Evaluation<br><br>Scaffolding  |  |
|  | 32 | S | Because  |                                |  |
|  | 33 | T | Because he saw   | Initiation                     |  |
|  | 34 | S | The X files  | Response                       |  |
|  | 35 | T | Because he saw the face in the x files that it is a T.V show. So, he thought it was a face of an alien.<br><br>During the second paragraph. Moises. What did he feel scared? Why? Why did he                               | Evaluation<br><br>Questioning  |  |

|       |    |   |  |  |  |
|-------|----|---|--|--|--|
|       |    |   | <p>feel? Scared (I mimic). Oh my God. Why? Moisés? Why did he feel scared? Why? In the second paragraph why? (I point on the student's paper) Why did he feel scared? Because, what... What was the reason he felt scared? What was the reason that he felt so scared?</p>   | <p>Scaffolding</p> <p>Initiation</p>                   |  |
| 13:45 | 36 | S | The face   | Response   |  |
|       | 37 | T | <p>The face, he saw. He was so nervous.</p> <p>Why their parents didn't answer? Why their parents didn't answer? Her parents were at home? Why? Were his parents at home?</p>  | <p>Evaluation</p> <p>Initiation</p>                    |  |
|       | 38 | S | In a party   | Response   |  |
|       | 39 | T | <p>Yes, in a party. They were in a party.</p> <p>And then what did he hear? What did he hear then? (I mimic footsteps) What did he hear?</p>   | <p>Evaluation</p> <p>Scaffolding</p> <p>Initiation</p> |  |
|       | 40 | S | Pasos. Walk  | Response   |  |
|       | 41 | T | <p>How do you say in English? He heard someone... What? He heard someone....that?</p> <p>I continue mimic (walking) He heard someone...</p>  | Initiation   |  |
|       | 42 | S | Walking  | Response   |  |
|       | 43 | T | <p>Yes, he he heard someone walking. And then, what did he do?</p> <p>Liceth what did he do? What did he do?</p> <p>When he heard someone walking? What did he do? What did he do? Then what happened?</p> <p>What happened when the person heard someone walking? When he heard the footsteps? Or someone walking? What happened? What happened, when he heard the footsteps what happened? Read. Look at and read the paragraph. What did he do?</p> | <p>Evaluation</p> <p>Scaffolding</p>                   |  |

|       |    |   |  |                                       |  |
|-------|----|---|--|---------------------------------------|--|
|       |    |   | ( student read the sentence)   |                                       |  |
|       | 44 | S | Took a camera  |                                       |  |
| 7:36  | 45 | T | Where was the camera?<br>Where was the camera? In the window?<br>Read the sentence please.   | Scaffolding                           |  |
|       | 46 | S | No   |                                       |  |
|       | 47 | T | Where was the camera? The camera was in his bed? Where was the camera?   | Questioning                           |  |
|       | 48 | S | Comenzo a tomar fotos en la dirección de la ventana.   | Use of English                        |  |
|       | 49 | T | Please you have to express the idea in English.  | Motivation to speak in English        |  |
|       | 50 | S | Pictures   |                                       |  |
|       | 51 | T | Pictures, they what  |                                       |  |
|       | 52 | S | In the direction of the window   |                                       |  |
|       | 53 | T | They what? (mimic take)<br>Moises try to express your idea in English. What did he do? (I mimic take pictures)<br>The action is to take pictures- (I write-take pictures) How do you say the action take in the past? Take pictures.<br><br>Ana Karina. What is the past tense of take? The past tense?<br><br>Read the sentence please. | Scaffolding                           |  |
| 19:16 | 54 | S | Took   |                                       |  |
|       | 55 | T | Yes. It is an irregular form. Take, took. You have to say took pictures. Moises, you have to say took pictures. The action finish. And then what happened? What happened when he took pictures? What happened with the sound of footsteps?<br><br>Read the sentence  | Explanation<br><br>Scaffolding        |  |
|       | 56 | S | Died   |                                       |  |
|       | 57 | T | Yes, died. Yes. The footsteps, the sound of the footsteps died. What is the action, Moises?<br>Died off<br><br>(I write on the board died off)<br>What does it mean in the sentence?   | Positive Evaluation<br><br>Initiation |  |
|       | 58 | S | Desapareció el sonido  | Response                              |  |
|       | 59 | T | Yes, desapareció. En ingles es disappear.<br><br>What did he heard then? Read the four paragraph   | Evaluation<br><br>Scaffolding         |  |

|       |    |   |  |                               |   |
|-------|----|---|--|-------------------------------|---|
| 22:50 | 60 | T | Jardel, your photocopy please.   | Control                       | The student is unmotivated              |
|       | 61 | S | Jardel, look at the fourth paragraph here ,please  | Ask for participation         | Some students could follow the reading. |
|       | 62 | T | Listen to me, the grandfather clock struck. What is the action here? What is the sound of a clock? What is the sound?                                      | Scaffolding<br><br>Initiation |   |
|       | 63 | S | Dong!  | Response                      |   |
|       | 64 | T | Yes, Dong! What time was it? Moises. What time was it?   | Evaluation<br>Initiation      |   |
|       | 65 | S | 12:00  | Response                      |   |
|       | 66 | T | Cómo decimos en inglés? 12:00  | Motivation                    |   |
|       | 67 | S | Twelve   |                               |   |
|       | 68 | T | Yes, twelve midnight. You have to express in English. So then what happened? What was the next action? What happened then?<br><br>Read the sentence please | Evaluation<br><br>Scaffolding |   |
|       | 69 | S | The clock struck   |                               |   |
|       | 70 | T | The clock struck, and then what happened? What did he do? He went where?<br><br>Read the sentence please.  | Scaffolding                   |   |
|       | 71 | S | Back to his bed.   |                               |   |
|       | 72 | T | Yes, he went back to his bed. And then? What happened?   | Positive evaluation           |   |
|       | 73 | S | Tried  |                               |   |
|       | 74 | T | Tried to sleep<br>Could he sleep?<br>The person slept  | Scaffolding                   |   |
|       | 75 | S | No   |                               |   |
|       | 76 | T | No, he what<br>Did he sleep?<br>No, he... in the negative form   | Scaffolding                   |   |
|       | 77 | S | No, he didn't  |                               |   |
|       | 78 | T | Why he couldn't sleep? He was happy?<br>No, he was   | Scaffolding                   |   |
|       | 79 | S | Nervous  |                               |   |
|       | 80 | T | Yes, he was nervous. He couldn't sleep.<br>Nervous, cuales son las palabras del texto que significan lo mismo que nervous.                                 | Positive evaluation           |   |

|      |      |       |   |                                       |   |
|------|------|-------|---|---------------------------------------|---|
|      | 81   | S     | Nervous, scared   |                                       |   |
|      | 82   | T     | Another one. What is the word that in the four paragraphs describe that he is nervous. What is the word? Read the sentence (I felt frightened...)   | Scaffolding                           |   |
|      | 83   | S     | Frightened  |                                       |   |
|      | 84   | T     | Great. What happened then?  | Positive evaluation                   |   |
|      | 85   | S     | Time passed   |                                       |   |
|      | 86   | T     | How many hours?   | Question                              |   |
|      | 87   | S     | One, two, three, four...  |                                       |   |
|      | 88   | T     | Yes, until, four o'clock. It is night or morning?   |                                       |   |
|      | 89   | S     | Morning.  |                                       |   |
|      | 90   | T     | Yes, morning. He couldn't sleep. Read the sentence. The last sentence. Finally I felt asleep. What does it mean? What does it mean? He slept or he didn't sleep?  | Positive evaluation<br><br>Initiation |   |
|      | 91   | S     | Didn't sleep  | Response                              |   |
|      | 92   | T     | Yes. He didn't sleep...   | Evaluation                            |   |
|      |      |       |   |                                       |   |
|      |      |       | <p>September 14<sup>th</sup> Practicing past events and sequence of events.</p> <p>Students practice the past tense of all the verbs of the reading. They have to look at the text and identify the past tense of the base forms.</p> <p>Students recognized from the text most of the regular and irregular form- teacher helped with the pronunciation. They also read the sentence where the verb was.</p> |                                       | Students had the opportunity to practice through different exercises using the simple past. |
|      |      |       | <b>September 19<sup>th</sup> Remarkable Events</b>  |                                       |   |
| Time | Turn | Actor | Discourse   | Category                              | Commentary  |

|       |    |   |   |   |                             |
|-------|----|---|---|---|-----------------------------|
|       | 1  | T | Pay attention how is the sequence of what happened first. What is the first event in the second paragraph<br>Read the sentence  | Scaffolding   |                             |
|       | 2  | S | I ran to my bed.  |   |                             |
|       | 3  | T | I ran to my bed. It's ok<br>What happened, what happened, the most important events? Another remarkable event   | Questioning   |                             |
|       | 4  | S | He heard footsteps  |   |                             |
|       | 5  | T | Yes, he heard footsteps. Soon, another remarkable event   |   |                             |
|       | 6  | S | He took his camera  |   |                             |
|       | 7  | T | He took his camera and what?  | Scaffolding   |                             |
|       | 8  | S | He took pictures on the direction of the window.  |   |                             |
|       | 9  | T | Finally, what was the most remarkable event?  |   |                             |
|       | 10 | S | Pudo dormir   |   |                             |
|       | 11 | T | Finally, como digo eso en inglés.<br><br>Read the sentence, please.   | Motivation to use English                               |                             |
|       | 12 | S | Fell asleep   |   |                             |
|       | 13 | T | I think these are the most important events. It is a sequence.<br><br>I read the sequence. Hamith, read the sequence<br><br>Para hacer el resumen use las palabras o conectores First, then, finally. | Scaffolding   |                             |
| 13:49 | 14 | S | First, he ran to my bed. Then he heard footsteps. Then, he took his camera and took pictures on the direction of the window. Finally, he fell asleep.   |   |                             |
|       | 15 | T | Yes, finally he fell asleep.<br><br>Now, the reaction shows what happened finally. What happened?<br>Listen to me please.<br><br>I model the reading (reaction)                                       | Positive evaluation<br><br>Scaffolding<br><br>Modelling |                             |
|       | 16 | S | I woke up...  |   | Student reads the reaction. |
|       | 17 | T | William, did you get it? Did you understand?  | Questioning   |                             |

|  |    |    |  |                                  |                                 |
|--|----|----|--|----------------------------------|---------------------------------|
|  |    |    | Who was the alien?   |                                  |                                 |
|  | 18 | S  | El papa que se vistió de alien.  | Response                         |                                 |
|  | 19 | Ss | Yes, he was the father   |                                  |                                 |
|  | 20 | T  | Now You are going to interpret every sentence. Pay attention.<br>Jesús, please. Begin with the first sentence. In the reaction part, the first sentence<br>Listen to me<br>I woke up after eight and decided to investigate<br>It's paragraph number 5 | Instruction<br><br>Modelling     |                                 |
|  | 21 | S  | I woke up after eight and decided to investigate   |                                  |                                 |
|  | 22 | T  | Very good. Ana Karina. Can you read again, please?   | Positive response                |                                 |
|  | 23 | S  | I woke up after eight and decided to investigate   |                                  | Students read more confidently. |
|  | 24 | T  | Very good. What time did the person wake up? Look at the information in the text.  | Positive response<br>questioning |                                 |
|  | 25 | S  | Eight o' clock   |                                  |                                 |
|  | 26 | T  | Yes. Eight o'clock? Or after eight o'clock?  | Positive evaluation              |                                 |
|  | 27 | S  | After eight o'clock  |                                  |                                 |
|  | 28 | T  | Very good. What did he do?   | Questioning                      |                                 |
|  | 29 | S  | Investigate  |                                  |                                 |
|  | 30 | T  | Good. Read the next sentence. What happened? What did he find?   | Positive evaluation              |                                 |
|  | 31 | S  | Some footprints  |                                  |                                 |
|  | 32 | T  | Yes. He found some footprints. Do you remember that he heard footsteps and now he found footprints?<br>What does it mean footprints? (I mimic walking) I draw some footprints Look at it.  | Summarizing<br><br>Scaffolding   |                                 |
|  | 33 | S  | Huellas  |                                  |                                 |
|  | 34 | T  | Remember that during the remarkable events he heard footsteps. And now he found  | Scaffolding                      |                                 |

|  |    |   |  |                     |  |
|--|----|---|--|---------------------|--|
|  |    |   | footprints. So, what did he do with the footprints? What happened? Read the sentence Where's the footprints? Inside the bedroom? Or outside the bedroom? (I point inside, outside) |                     |  |
|  | 35 | S | Outside  |                     |  |
|  | 36 | T | So, What did he do?  |                     |  |
|  | 37 | S | Con un metro, con una cinta  |                     |  |
|  | 38 | T | ¿Qué hizo?<br>What is the action?  |                     |  |
|  | 39 | S | Las midió. What is the action?   |                     |  |
|  | 40 | T | Sulainys, What is the action?<br>Read the sentence   | Initiation          |  |
|  | 41 | S | Measure  | Response            |  |
|  | 42 | T | Sulainys, very good. He measure the footprints   | Positive evaluation |  |
|  |    |   |  |                     |  |